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HEARING

BEFORE THE

COMMITTEE ON

LABOR AND HUMAN RESOURCES

UNITED STATES SENATE

NINETY-EIGHTH CONGRESS

FIRST SESSION

ON

EDWARD A. CURRAN, OF MARYLAND, TO BE CHAIRMAN OF THE
NATIONAL ENDOWMENT FOR THE HUMANITIES

OCTOBER 2, 1985



Printed for the use of the Committee on Labor and Human Resources

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NOMINATION

WEDNESDAY, OCTOBER 2, 1985

U.S. SENATE,
COMMITTEE ON LABOR AND HUMAN RESOURCES,
Washington, DC.

The committee met, pursuant to notice, at 9:40 a.m., in room SD-420, Dirksen Senate Office Building, Senator Orrin Hatch (chairman of the committee) presiding.

Present: Senators Hatch, Pell, Kerry, Mathias, Grassley, Kennedy, Simon, Dodd, Simpson, and Weicker.

OPENING STATEMENT OF SENATOR HATCH

The CHAIRMAN. If we can have order, we will open this hearing.

The hearing this morning is to consider the President's nomination of Mr. Edward Curran to be Chairman of the National Endowment for the Humanities. I am pleased to introduce Mr. Curran and to have him with us to discuss his plans for directing the Endowment.

The Federal role in promoting and supporting the humanities is proportionately small, but it is, nevertheless, vital. The Endowment is the spearhead of that Federal role. NEH thus needs a strong Chairman, a person firmly committed to the humanities.

Now, it is fitting to note that, this morning, it is almost exactly 20 years to the day that Congress originally recognized the importance of placing the humanities high among our Nation's priorities. Twenty years ago, Congress passed legislation establishing the Endowment.

The humanities have been appropriately called the Great Conversation. They are a dialog about the human condition which is shared over the ages by thoughtful people. Each generation participates in this great conversation, teaching the next generation the wisdom of the last.

As enunciated so poignantly by Congress in the 1965 act first authorizing the National Endowment for the Humanities,

The world leadership which has come to the United States cannot rest solely upon superior power, wealth, and technology, but must be solidly founded upon worldwide respect and admiration for the Nation's high qualities as a leader in the realm of ideas and of the spirit.

As observed by the late Dr. Richard Weaver, "Ideas have consequences." We must be certain that the United States continues this leadership in the world of ideas for the sake of free people everywhere.

Yet there are distressing signs that the humanities may have fallen on bad times. Mr. John Agresto, Acting Chairman of the En-

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dowment, recently noted that, more often than not, the humanities "occupy only a peripheral place in the curriculum of our Nation's schools." The past Chairman of the Endowment, U.S. Secretary of Education, Mr. William Bennett, recounted similar findings of ailing health in the humanities in his report, "To Reclaim a Legacy."

Of particular concern to me are the statistics indicating that fewer American students are choosing to study the humanities as an intellectual discipline. Since 1970, majors in English declined by 57 percent; majors in philosophy declined by 41 percent; and majors in history declined by 62 percent. These depressing statistics reveal that our Nation will have fewer teachers and scholars in the humanities in the years to come.

We must stop this decline. We must return the United States to its rightful position at the forefront of "the Great Conversation."

Given our need for a new American renaissance in the humanities, I believe that it is particularly fortunate that the President's nominee for Chairman of the NEH has had long experience in one of our Nation's prestigious secondary schools. If we are to reverse the declining interest in these disciplines by addressing the root of the problem, the secondary schools may very well be the place where we have to begin.

Mr. Curran, we welcome you to the committee and I look forward to hearing about your plans for the Endowment in the discussion which will follow, and we are certainly pleased to have Senator Mathias with you as well today.

At this point we will turn to Senator Pell.

Senator PELL. Thank you very much, Mr. Chairman, and I join you in welcoming Edward Curran to this confirmation hearing.

As Mr. Curran knows from an earlier discussion I had with him, I have grave reservations about his nomination to be Chairman of the Endowment for the Humanities. This situation is not of his own making since obviously, the White House plays the central role in deciding where individual nominees are to be placed.

In this case, I believe the administration has targeted the wrong person for a position I regard as very important. I have real respect for Mr. Curran's abilities as a leader in the field of elementary and secondary education.

As I have told him, I could support him for a number of jobs in the Department of Education, that are more in line with the type of professional experience he has had.

His tenure as the headmaster of the National Cathedral School, which comprises the lion's share of his nonpolitical career, was, from all reports, successful and highly regarded, and I would add here, highly regarded by many of our colleagues in the Congress whose daughters were under his tutelage in that school. His subsequent positions at the National Institute Of Education and in the Peace Corps are the subject of some controversy which should be examined in the course of the morning's hearings.

As one of the only survivors left in the Congress who had a direct hand in setting up the National Endowment For the Humanities in the early 1960's, I have watched and nurtured two decades of NEH life, one of the most satisfying parts of my own legislative career.

From time to time I have had disagreements with those appointed to lead the Agency, but in general have been pleased with the way the Endowment operated.

The spirit of our enabling legislation has remained largely intact, no matter what administration has been in place.

What I am concerned about here is that this administration has shown little sensitivity, in my mind, to the importance of this particular appointment.

It would be natural to assume that the Chairman of the National Endowment for the Humanities had the union card that every other Chairman has had, the Ph.D., but if he does not, it is all the more important that his research and scholarship have the respect of his fellow scholars.

Just as the Director of the National Science Foundation is thought of as our leading scientist, so I believe the Chairman of the NEH should be thought of as the Nation's leading scholar. What is absolutely critical is that the candidate for the most important and visible position in the humanities in our Nation be chosen from among the prominent humanists who are available to serve.

To my way of thinking, there are three primary qualifications that a Chairman of the National Endowment for the Humanities must possess.

They are, first, a proven ability to lead and inspire, second, significant experience as a professional scholar at the college or university level, and third, as having the utmost respect to the national humanities community.

Thank you, Mr. Chairman.

The CHAIRMAN. Thank you, Senator Pell. We will turn to Senator Grassley at this point.

Senator GRASSLEY. Thank you, Mr. Chairman. Mr. Curran, I think brings solid administrative skills to this position from his experience in the White House as Director of the National Institute Of Education, and as Deputy Director of the Peace Corps.

Now, the new Chairman of the National Endowment for the Humanities, of course, faces a challenge in carrying out the goals of the Agency to promote scholarship, education, and public awareness of the humanities.

As Mr. Curran mentions in his testimony this morning, as we have had a chance to look at it,

Recent national reports have indicated that the study of the humanities is no longer central to college and university curriculums and is grossly neglected at the elementary and secondary levels as well. Our students reflect a lack of interest in study, in choosing careers in this field.

I think that Mr. Curran—as an English classics major at Yale, and as a teacher—recognizes the importance of working to bring the humanities back into the core curriculum of our educational institutions. All students, at all levels, need exposure to history, literature, philosophy, and the classics.

Ernest Boyer, the president of the Carnegie Foundation for the Advancement of Teaching, has commented on the need for the higher education community to work more closely with the elementary and secondary communities in pursuing educational excellence.

Mr. Boyer continues:

Presidents and deans rarely talk to principals and district superintendents. College faculties do not meet with their counterparts in public schools, and curriculum reforms at every level are planned in isolation. Universities pretend they can have quality without working with the schools, which are in fact the foundation of everything universities do.

This statement holds special significance for the challenge of bringing the humanities back into the forefront, and of ensuring that we have a citizenry that is knowledgeable in our cultural heritage of ideas.

Mr. Curran, who has spent his educational career at the secondary level, is in a unique position to encourage greater outreach to our younger students, for it is only through a solid foundation, at all levels of education, that we can ensure scholarship, teaching, and research in the humanities that is of the highest quality.

Mr. Chairman, thank you very much, and congratulations to Mr. Curran.

[The prepared statement of Senator Grassley follows:]

STATEMENT OF SENATOR CHARLES GRASSLEY
SENATE LABOR AND HUMAN RESOURCES COMMITTEE
OCTOBER 2, 1985

MR. CHAIRMAN, I AM PLEASED TO BE HERE THIS MORNING TO CONSIDER THE NOMINATION OF MR. EDWARD CURRAN TO BE THE CHAIRMAN OF THE NATIONAL ENDOWMENT OF THE HUMANITIES. MR. CURRAN COMES TO OUR CONSIDERATION IN THIS COMMITTEE WITH 25 YEARS OF EXPERIENCE IN EDUCATION, AS A TEACHER, COLLEGE GUIDANCE COUNSELOR AND AS AN ADMINISTRATOR. MR. CURRAN SPENT ELEVEN YEARS IN VARIOUS ADMINISTRATIVE DUTIES WITH ST. JOHN'S SCHOOL IN HOUSTON, TEXAS, AND MORE RECENTLY, FROM 1968 TO 1980, SERVED AS HEADMASTER AND TEACHER AT THE NATIONAL CATHEDRAL SCHOOL IN WASHINGTON, D.C. IN ADDITION TO HIS STRONG EDUCATIONAL BACKGROUND, MR. CURRAN WOULD BRING SOLID ADMINISTRATIVE SKILLS TO THIS POSITION FROM HIS EXPERIENCE IN THE WHITE HOUSE, AS THE DIRECTOR OF THE NATIONAL INSTITUTE OF EDUCATION AND AS DEPUTY DIRECTOR OF THE PEACE CORPS.

THE NEW CHAIRMAN OF THE NATIONAL ENDOWMENT OF THE HUMANITIES FACES A CHALLENGE IN CARRYING OUT THE GOAL OF THE AGENCY TO

PROMOTE SCHOLARSHIP, EDUCATION AND PUBLIC AWARENESS OF THE HUMANITIES. AS MR. CURRAN MENTIONS IN HIS TESTIMONY, RECENT NATIONAL REPORTS HAVE INDICATED THAT THE STUDY OF HUMANITIES IS NO LONGER CENTRAL TO COLLEGE AND UNIVERSITY CURRICULUM, AND IS GROSSLY NEGLECTED AT THE ELEMENTARY AND SECONDARY LEVELS, AS WELL. OUR STUDENTS REFLECT A LACK OF INTEREST IN STUDYING AND CHOOSING CAREERS IN THIS FIELD.

AS AN ENGLISH CLASSICS MAJOR AT YALE AND AS A TEACHER, I THINK THAT MR. CURRAN RECOGNIZES THE IMPORTANCE OF WORKING TO BRING THE HUMANITIES BACK INTO THE CORE CURRICULUM OF OUR EDUCATIONAL INSTITUTIONS. ALL STUDENTS, AT ALL LEVELS, NEED EXPOSURE TO HISTORY, LITERATURE, PHILOSOPHY AND THE CLASSICS.

ERNEST BOYER, PRESIDENT OF THE CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING HAS COMMENTED ON THE NEED FOR THE HIGHER EDUCATION COMMUNITY TO WORK MORE CLOSELY WITH THE ELEMENTARY AND SECONDARY COMMUNITY IN PURSUING EDUCATIONAL EXCELLENCE. HE CONTINUES,

"PRESIDENTS AND DEANS RARELY TALK TO PRINCIPALS AND DISTRICT SUPERINTENDENTS. COLLEGE FACULTY DO NOT MEET

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WITH THEIR COUNTERPARTS IN PUBLIC SCHOOLS AND CURRICULUM REFORMS AT EVERY LEVEL ARE PLANNED IN ISOLATION. UNIVERSITIES PRETEND THEY CAN HAVE QUALITY WITHOUT WORKING WITH THE SCHOOLS, WHICH ARE, IN FACT, THE FOUNDATION OF EVERYTHING UNIVERSITIES DO."

THIS STATEMENT HOLDS SPECIAL SIGNIFICANCE FOR THE CHALLENGE OF BRINGING THE HUMANITIES BACK INTO THE FOREFRONT AND OF ENSURING THAT WE HAVE A CITIZENRY THAT IS KNOWLEDGEABLE IN OUR CULTURAL HERITAGE OF IDEAS. MR. CURRAN, WHO HAS SPENT HIS EDUCATIONAL CAREER AT THE SECONDARY LEVEL, IS IN A UNIQUE POSITION TO ENCOURAGE GREATER OUTREACH TO OUR YOUNGER STUDENTS. FOR IT IS ONLY THROUGH A SOLID FOUNDATION AT ALL LEVELS OF EDUCATION THAT WE CAN ENSURE SCHOLARSHIP, TEACHING AND RESEARCH IN THE HUMANITIES THAT IS OF THE HIGHEST QUALITY.

I LOOK FORWARD TO THE TESTIMONY OF OUR WITNESSES THIS MORNING ON MR. CURRAN'S NOMINATION. I AM PARTICULARLY INTERESTED IN HEARING FROM MR. CURRAN, HIMSELF, ON HOW HE WOULD FULFILL THE MANDATES OF THE NATIONAL ENDOWMENT OF THE HUMANITIES.

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The CHAIRMAN. Thank you, Senator. Senator Thurmond has asked me to read his statement into the record.

Mr. Chairman, thank you for scheduling this hearing on the nomination of Mr. Edward Curran to be the Chairman of the National Endowment For The Humanities. I hope that at the conclusion of this hearing, any doubts my distinguished colleagues may have concerning the qualifications of the nominee, will be dispelled.

Since Mr. Curran received this nomination, I have heard from many individuals regarding his appointment. In general, those individuals who know Mr. Curran personally have asserted that he is highly qualified for such position. Those who have never met him have expressed their concerns regarding his academic qualifications. Congress has never mandated specific academic criteria for membership on the National Council for Humanities.

The most important prerequisite for service on the Council is a commitment to the humanities. Based on my review of Mr. Curran's credentials, and having met with him personally on several occasions, I have no doubts of his ability or of his high degree of commitment to the humanities.

He has been a very competent educator and school administrator for nearly 25 years; 12 of those years were spent as headmaster and teacher at the prestigious National Cathedral School here in Washington, DC.

This administration believes, as do I, that our youth in primary and secondary educational institutions should learn to appreciate the humanities during these important years of their development. The particular academic qualifications possessed by Mr. Curran should serve this policy well.

I believe Mr. Curran will do a fine job as Chairman of the National Endowment For The Humanities, and I look forward to his speedy confirmation.

So ends Senator Thurmond's statement.

At this point, we are very pleased to welcome our distinguished college, Senator Mathias, who has joined us this morning. He is here to introduce his constituent and friend, Edward Curran. It is my understanding that Senator Mathias and Mr. Curran served together on the governing board of the Cathedral School Foundation. We all recognize what a compliment it is to you, Mr. Curran, that one of your former colleagues has requested this honor of introducing you.

So, Senator Mathias, we are delighted that you could be with us this morning, we look forward to hearing what you have to say, and we will pay strict attention to it.

**STATEMENT OF HON. CHARLES McC. MATHIAS, JR., A U.S.
SENATOR FROM THE STATE OF MARYLAND**

Senator MATHIAS. Thank you very much, Mr. Chairman. I share with Senator Pell some pride, having been a Member of the Congress at the time the Endowment was created, because it was a significant departure from American practice, and I think an important step in making the United States conscious and aware of the necessity of the support of the humanities.

Government support for the humanities is an old tradition in some countries. I think back on the experience of Dr. Samuel Johnson, who was encouraged in his great works of literature by a grant from the British Government.

I recall that Charles Darwin was enabled to publish some of his early works by a grant from the British Government. And this is the kind of encouragement that was not given to the humanities in the United States until 1965, and I would pay special tribute to Senator Pell's leadership in the creation of the Endowment. I think it is extremely important.

And so I share with every member of this committee, a concern that the leadership and stewardship for the Endowment should be of the highest quality, and I am pleased to present Mr. Curran to you and believe that he can provide that kind of leadership. He was born in Massachusetts—none of us can control where we were born—but he has had the judgment to live in Maryland.

The CHAIRMAN. I am glad Senator Kennedy is not yet here today. We might have quite a repartee on that.

Senator MATHIAS. Well, I am glad my wife is not here. She may hear of it, however. But I think the important thing is the kind of experience that he has had. The Endowment is, of course, a national institution and it supports scholarly works all over the country, and he has been a teacher in New Jersey. He spent 11 years in Houston, TX, so he understands that part of the country.

He was, as has been said earlier, for a number of years, the headmaster of the National Cathedral School in Washington.

He has had that kind of breadth of experience which I think will give him an understanding of the needs throughout the country for support of the humanities.

Now some of the members of the committee have referred to the decline in the study of the humanities in colleges and universities throughout the country, and I share their dismay and disappointment at that.

But I am not sure that the Endowment is going to turn that around, because that is a job which the educators, the faculties of the universities are going to have to turn their attention to, and the boards of trustees, the governing boards of academic institutions, I think, are going to have to reverse that trend. What is of concern to me is the support of the humanities in areas that are not academic in nature. If you have a program for the humanities at Harvard or Yale, or Princeton, or Stanford, or any other institution you want to name, there is a basic framework of support, and you can either emphasize it or de-emphasize it, in accordance with the directions of the faculty.

But in many parts of the country there is no support whatever for the study of humanities, for the development of an interest in humanities, and I would hope that the Endowment would look for those opportunities, and I think that is the kind of experience that Mr. Curran will bring to the Endowment.

Now, Senator Pell has noted that he does not have a doctorate; however, Senator Pell, many of us do not have doctorates, at least honest ones. He has been a major in English and the classics at Yale, and having been an English major at Yale myself, I can tell you it may not be a doctorate but it is a broad education.

So, I would hope that the committee would review his qualifications carefully and sympathetically, and I hope that you will conclude that he merits the support which the President has evidenced by his nomination. Thank you very much.

The CHAIRMAN. Thank you so much for your gracious comments, Senator Mathias. You have added considerably to this particular hearing. We appreciate your taking time from a busy schedule to be with us today and to inform us of your association with Mr. Curran and your respect for his work as an administrator and as an educator.

Senator Simpson had also wanted to be here this morning. He has a daughter who was a student while Mr. Curran was the headmaster at Cathedral School.

He, too, has high praise for you, Mr. Curran, and if he returns from his meeting at the White House, I expect him to come by.

Now, Senator Kerry, do you have any comments before we start?

Senator KERRY. No, I do not, Mr. Chairman.

The CHAIRMAN. Thank you, Senator.

Mr. Curran, we will turn the time over to you for a short statement, an opening statement, if you have one, and we will be happy to put any other materials you wish to submit into the record. Then we will have some questions for you.

**STATEMENT OF EDWARD A. CURRAN, DEPUTY DIRECTOR, U.S.
PEACE CORPS, WASHINGTON, DC**

Mr. CURRAN. Thank you, Mr. Chairman. Mr. Chairman, members of the Labor and Human Resources Committee, it is indeed an honor and a privilege to be here today as President Reagan's nominee for the position of Chairman of the National Endowment for the Humanities.

I look forward to your consideration for this distinguished appointment.

When the President reaffirmed his support for the humanities and for NEH in December of 1982, he said:

We must never forget that it is the humanities—their study, their preservation, and their growth—that provide the intellectual underpinnings for our values as a civilization and deepen our understanding and appreciation of truth, beauty, adventure, art, and, yes, peace.

He said also:

I want to express my personal commitment to the humanities and to reaffirm this administration's support of the National Endowment for the Humanities.

I want this committee to know that I heartily agree with these remarks, as must anyone, I think, who looks at the valuable work which NEH has been doing.

According to the founding legislation of the agency, the Endowment was created to promote humanities scholarship, to strengthen teaching, and to encourage greater public awareness of the importance of the humanities. I will certainly work to see that it continues to fulfill that legislative mandate.

Although, as the legislation also notes, advancement for the humanities is "primarily a matter for private and local initiative," it is clear that NEH can and should assert leadership by visibly encouraging support for the best in scholarship, teaching, and public awareness of the humanities.

I will actively, if confirmed, look at each of the NEH programs to see whether we can deliver on that promise even more effectively.

Just a few words about my own background. While growing up on a small farm in rural Vermont, I attended a three-room schoolhouse and then graduated from a public high school in neighboring Massachusetts.

As a teacher, as a counselor, as a college guidance officer, and as an administrator, I have spent most of my adult career in education and thus I feel I know from personal experience, the impor-

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tance of encouraging understanding of the humanities in children, in young people, and in adults.

I think that my background may be particularly useful in leading NEH at this time in history. Without wanting to slight in any way the variety of roles which NEH performs, I want to take particular note of one of those at this time. It is clear from the report, "A Nation at Risk," and other national reports, that our elementary and especially our secondary school systems have not been performing adequately in this area of the humanities.

Most of the States, as well as NEH, are responding to these problems. The major effort for reform must continue to come from the localities themselves, with NEH giving support and providing ideas for that effort.

And now we must turn to an additional task, and build on these recent initiatives at the elementary and secondary levels by encouraging greater exposure to and understanding of the humanities in higher education.

More recent national reports, particularly I think of NEH's "To Reclaim a Legacy," that you mentioned in your remarks, Mr. Chairman, have made clear that the humanities are no longer central to the curriculum at many colleges and universities.

Ignorance of American literature and history, not to say those of other countries, is now widespread among our young people and our adults. Colleges and universities must decide what constitutes their vision of an educated person and be sure that all of their students are properly exposed to the core of studies which can help create such a person.

I was interested to read in this Sunday's New York Times, that MIT, for example, had a retreat, if you will, in Woodstock, to begin to work on bringing the humanities back into the core of the curriculum at MIT.

Because of my own background, I am particularly aware of the harmful effect on secondary school instruction when universities and colleges drop humanities requirements.

I will work diligently, if confirmed, to encourage that the humanities return to their rightful place at the center of institutions of higher learning.

I want to emphasize again, however, that I am very well aware that NEH does and should continue to provide leadership in a variety of ways.

American scholarship must continue to be the best in the world, and NEH should maintain its support in that effort by providing research funding for humanities research of the highest quality.

The NEH State programs can have a positive influence in making our citizens aware of the books, ideas, and values of the humanities and are thus a significant part of NEH activities.

Libraries, museums, and historical collections are all means of reaching a wide public for the humanities, and increasingly, centers for research, so that NEH leadership here, too, is important.

NEH-supported media productions are valuable because of their ability to reach large audiences, while colleges and universities, along with secondary schools, can benefit from the Endowment's programs supporting faculty development.

In addition, NEH supports valuable efforts to help resolve the problem of deteriorating humanities books, papers, and other resources, and it provides highly effective matching funds to encourage private sector giving to humanities institutions of all kinds.

I have respected and I have admired what the National Endowment for the Humanities stands for throughout the 20 years of its existence, and what it has done to further the cultural ideals of this country.

I will give my utmost to ensure that it is a visible leader in supporting and encouraging the best of America's effort in the humanities.

And Mr. Chairman, I would like to take just a second to add some additional points, at the outset, to my prepared statement.

I am aware that there has been concern about my nomination in some quarters of the higher education community, due to uncertainty about my commitment to NEH, and to higher education.

I would like to state at this time, for the record, first of all, that I am absolutely committed to the continuation of the National Endowment for the Humanities. As I noted in my prepared statement, this is consistent with the President's strong support for the agency and its mission.

In a time when our Nation must recommit itself to understanding the humanities disciplines, NEH can play an especially valuable and visible role in encouraging research, teaching, and broad public outreach in the humanities.

I do not expect significant changes in the budget structure of NEH. I agree with the general approach of the previous chairmen: that all divisions and functions at NEH are roughly equal in importance and should have roughly equal funding.

I am very interested in hearing the views of leaders from the higher education community, as has been the case in the past at NEH. Even this morning, I met on the elevator the president of the Modern Language Association and had what I thought was the beginning of what I hope will be a very good dialog.

I will also listen with care to and act upon advice of the peer review system, the National Council, and the extremely capable NEH staff whom I am just now beginning to come to know.

The peer review system is at the heart of NEH. I am committed to maintaining its integrity and insulation from political influences of any kind. It has worked well, I am committed to it, and I have no intention of changing it. I am committed to the Endowment's encouraging and supporting the best in learning, in research, which the Reauthorizing Committee referred to as "that bedrock of scholarly research upon which all work in the humanities depends," and I am committed to the work that the Endowment does in the public programming.

Thank you, Mr. Chairman.

The CHAIRMAN. Thank you, Mr. Curran. We will keep the record open until 6 o'clock today for all members of this committee to submit questions in writing to you. In that regard, Senator Grassley has submitted questions which he would like you to answer in writing.

[The biographical sketch and responses of Mr. Curran to questions submitted by Senator Grassley follow:]

STATEMENT FOR COMPLETION BY PRESIDENTIAL NOMINEES

PART I: ALL THE INFORMATION IN THIS PART WILL BE MADE PUBLIC

Name: Curran Edvard Arthur
last first middle
 Position to which nominated: Chairman, National Endowment for the Humanities Date of nomination: April 9, 1985
 Date of birth: 22 8 1933 Place of birth: North Adams, Massachusetts
day month year
 Marital status: Married Full name of spouse: Nancy duPont Curran
 Name and ages of children: Peter 32
Peyton 28

Education:	Institution	Dates attended	Degrees received	Dates of degrees
	Drury High School North Adams, Mass.	1947-1951	Diploma	June, 1951
	Yale University	1951-1955 Summers	B.A.	June, 1955
	Duke University	1964-1968	M.A.T.	July, 1968

Honors and awards: List below all scholarships, fellowships, honorary degrees, military medals, honorary society memberships, and any other special recognitions for outstanding service or achievement.

Main courtyard of the National Cathedral School, Washington, D.C.,
named in my honor.

Memberships:

List below all memberships and offices held in professional, fraternal, business, scholarly, civic, charitable and other organizations for the last five years and any other prior memberships or offices you consider relevant.

Organization	Office held (if any)	Dates
Assoc. of Independent Schools of Greater Washington	President	1968-1981
Country Day School Headmasters Association		1976-1981
Headmasters Association		1974-1981
National Association of Independent Schools		1968-1981
National Association of Principals of Schools for Girls	Trustee Program Chairman	1968-1981
National Association of Secondary School Principals		1968-1981

Employment record: List below all positions held since college, including the title or description of job, name of employer, location of work, and dates of inclusive employment.

1955-1957: Teacher, Englewood School for Boys, Englewood, N.J.

1957-1968: Teacher (with various administrative duties in Middle School, Admissions, Student Affairs and College Guidance), St. John's School, Houston, Texas

1968-1980: Headmaster and teacher, the National Cathedral School, Washington, D.C.

1980: Volunteer, the Reagan-Bush Campaign, Arlington, Virginia

1980-1981: Administrative Assistant, Education Transition Team

1981: Associate Director, Presidential Personnel, The White House

1981-1982: Director, the National Institute of Education

1982-Present: Deputy Director, United States Peace Corps

**Government
experience:**

List any advisory, consultative, honorary or other part-time service or positions with Federal, State, or local governments other than those listed above.

None

**Published
writings:**

List the titles, publishers and dates of books, articles, reports or other published materials you have written.

Wrote regular column, "From the Headmaster," in The National

Cathedral School Magazine (1968-1980).

"If the Object is Learning," American Education, April, 1982.

**Political
affiliations
and activities:**

List all memberships and offices held in or financial contributions and services rendered to all political parties or election committees during the last five years.

Volunteer in Reagan-Bush Campaign, 1980.

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Future employment
relationships:

1. Indicate whether you will sever all connections with your present employer, business firm, association or organization if you are confirmed by the Senate.

Yes _____

2. State whether you have any plans after completing government service to resume employment, affiliation or practice with your previous employer, business firm, association or organization.

No _____

3. Has a commitment been made to you for employment after you leave Federal service?

No _____

4. Do you intend to serve the full term for which you have been appointed or until the next Presidential election, whichever is applicable?

Yes _____

Potential conflicts
of interest:

1. Describe any financial arrangements, deferred compensation agreements or other continuing financial, business or professional dealings with business associates, clients or customers who will be affected by policies which you will influence in the position to which you have been nominated.

None _____

2. List any investments, obligations, liabilities, or other financial relationships which constitute potential conflicts of interest with the position to which you have been nominated.

None _____

3. Describe any business relationship, dealing or financial transaction which you have had during the last five years whether for yourself, on behalf of a client, or acting as an agent, that constitutes a potential conflict of interest with the position to which you have been nominated.

None

4. List any lobbying activity during the past 10 years in which you have engaged for the purpose of directly or indirectly influencing the passage, defeat or modification of any Federal legislation or of affecting the administration and execution of Federal law or policy.

None

5. Explain how you will resolve any potential conflict of interest that may be disclosed by your responses to the above items.

n/a

OFFICE: Peace Corps
806 Connecticut Avenue, N.W.
Washington, D.C. 20526
(202) 254-7970

HOME: 4420 Chalfont Place
Bethesda, Maryland 20816
(301) 320-5262

PERSONAL DATA:

Birth Date - August 22, 1933
Health - Excellent
Height - 6'
Weight - 175 lbs.
Married to the former Nancy Payton duPont
(2 children)

EDUCATION:

Yale University, B.A., 1955
Duke University, M.A.T., 1968

EMPLOYMENT HISTORY:

Aug., 1982 - Present: Deputy Director, Peace Corps.

Oct., 1981 - June, 1982: Director, National Institute of Education,
U.S. Department of Education.

Feb., 1981 - Oct., 1981: Office of Presidential Personnel, The White House
(Specialist and Associate Director).

Nov., 1980 - Jan., 1981: Reagan-Bush Transition Team. Served as Administrative
Assistant on Education Transition Team.

1980: REAGAN-BUSH Committee: Supervised and coordinated direct
mail effort to voter groups throughout country, and
directed Professionals for Reagan-Bush in areas dealing
with certified public accountants, engineers, lawyers
and pilots.

1975 - 1980: Headmaster, National Cathedral School, Washington, D.C.

1957 - 1965: St. John's School, Houston, Texas. Employed as teacher,
Assistant Dean of Middle School, Dean of Student Affairs,
College Guidance Officer and Assistant Director of
Admissions.

1960: Tennessee Gas Transmission Corporation (now Tenneco).
Established schools for children of American and national
employees in Ecuador and Argentina, and for children of
American employees in Bolivia.

1962: Houston Coca-Cola Bottling Company. Established training
program for employees.

1955 - 1957: Englewood School for Boys, Englewood, New Jersey.
Employed as teacher and acted as Chairman of the
Lower School.

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EDWARD A. CURRAN - Page 2 .

PROFESSIONAL ORGANIZATIONS AND ACTIVITIES:

Association of Independent Schools of Greater Washington
(President, 1970 - 1972)

City Tavern Club

Cosmos Club

Country Day School Headmasters Association

Headmasters Association

Military Academies' Screening Committee, Congressman George Bush, 1966-1968

National Association of Episcopal Schools

National Association of Independent Schools

National Association of Principals of Schools for Girls

National Association of Secondary School Principals

Norwood School, Bethesda, Maryland, Board of Trustees

St. Patrick's School, Washington, D.C., Board of Trustees and Advisory Board

Yale Alumni Association of Washington

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Senator Grassley

Humanities Education

Question 1: You agree that greater emphasis should be placed on humanities education at the secondary level or even earlier. How will your experience in secondary education help you carry out this mission in the NEH?

Answer: I certainly do agree that we need more humanities instruction in the schools. We have been through a period when humanities study was seriously eroded at the primary and secondary levels of education. The teaching of history, languages, the arts, and the finest works of literature has been all but abandoned in some schools.

I am encouraged to believe that this erosion is finally being reversed. NEH has done fine work in this area, which has, I think, considerably helped the reform movement in national education. As you are aware, I have had twenty-five years of experience as a teacher and administrator in secondary schools. I know how learning takes place the classroom and how things get accomplished in a school. As head of NEH, I would expect to make ample use of my knowledge of pre-collegiate education to restore substantive humanities study to its proper place in the basic educational experience that we provide for our youth.

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Senator Grassley

Private Sector Support

Question 2: In view of the Administration's interest in promoting greater private sector involvement, how do you plan to encourage greater private sector involvement in the humanities through the challenge grant and other programs?

Answer: Stimulating private support for humanities institutions and individual humanities projects is a major interest of the Endowment. As a result of NEH matching grants and Challenge Grants, humanities scholars and humanities institutions are able to take their case for support directly to the public. Over the long term, the financial well-being of these projects and institutions will be better served by cultivating reliable private donors than by depending on the federal government.

I noticed that the amount of treasury matching funds requested by NEH for fiscal 1986 is higher than in recent years. My budget requests for the Endowment will continue that emphasis.

Administering NEH

Question 3: It might be said that your background in education has characterized you as more of a generalist than a specialist. How would you consider a "generalist" approach as an asset in administering the programs of the NEH?

Answer: Any administrator whose task it is to manage an organization of any size is forced to adopt a "generalist" approach. No one can know in detail all of what an organization does. Fortunately, the Endowment has many competent and dedicated professionals, including accomplished scholars and teachers in a variety of disciplines, whose business it is to master a particular aspect of the agency's function. I see the chairman's role as that of imparting coherence and direction to policy and administration and of orchestrating and superintending the work of others who are expert in a specific disciplinary area.

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Senator Grassley

Politicization of NEH

Question 4: The need to keep the Endowment from being politicized is key to maintaining the integrity of its program activities. What policies will you pursue, such as maintaining the use of the peer-review process, to avoid criticism in this regard?

Answer: NEH has the reputation throughout the humanities world for being fair, objective, and rigorous in determining which proposals are worthy of receiving support. As chairman, I intend to continue that honored tradition.

In my funding decisions, I will rely on the considered advice of both peer reviewers and the National Council on the Humanities. I can assure you that merit alone will remain the sole criterion for receiving a grant from NEH.

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Senator GrassleyElementary and Secondary Education

Question 5: The following statement is from the Report of the Commission on the Humanities:

"Although the record of NEH is commendable, we believe that the agency has neglected elementary and secondary education. With guidance from the National Council on the Humanities, the Endowment should clarify its policies of support in ways that transcend divisive ideological terms."

What are some appropriate ways you see for addressing this neglect?

Answer:

Since the Commission on the Humanities released its report in 1980, NEH has undertaken a number of initiatives in support of elementary and secondary education. A new program, Summer Seminars for Secondary School Teachers, has been introduced to wide acclaim, and the programs of the Education division, including the Elementary and Secondary Education program, have been thoroughly reorganized. A considerably greater emphasis is now put on institutes and seminars which enable teachers to deepen their knowledge of the subjects they teach. Support has also been provided for efforts to establish a cooperative relationship between schools and nearby institutions of higher education. So, while it is certainly true that the humanities have been neglected in elementary and secondary education, I do not think that it can be said any longer that the Endowment has slighted this area.

As Chairman of NEH, I would continue the current emphasis on these and other efforts to improve humanities education at the primary and secondary level. In view of the urgency of the problems that confront the schools and given my extensive experience within them, I expect to find that there are additional ways that this agency could contribute to educational reform in this area.

Senator Grassley

Cooperation in Education

Question 6: Ernest Boyer, President of the Carnegie Foundation has pointed out that the higher education community needs to work with the elementary and secondary community to ensure educational achievement. He comments, "Universities pretend they can have quality without working with the schools, which are, in fact, the foundation of everything universities do."

As Chairman of the NEH, what could you do to promote greater cooperation and coordination among all levels of education to promote humanities scholarship and education?

Answer: I agree with Mr. Boyer that students in higher education build on the foundation of their elementary and secondary education. Not only undergraduate education but all subsequent study and scholarship in the humanities depend critically upon the quality of learning that takes place in the schools. I believe that deficiencies in education at the primary and secondary level could ultimately be translated into a decline in the vigor of the most advanced study in the humanities.

But a concern for the health of humanities scholarship isn't the only or even the main reason to improve elementary and secondary education. Our system of universal, compulsory education means that every citizen is affected at one time or another by what is taught in the schools. Primary and secondary education has an impact on everyone.

In recent years the level and quality of NEH efforts on behalf of primary and secondary education have been fully commensurate with their importance. NEH has sponsored teacher institutes and seminars at institutions of higher education and has assisted schools to undertake cooperative programs with local universities. The Central Disciplines program has provided financial support to colleges and universities seeking to strengthen admission standards and to introduce more rigorous course requirements. Both of these actions are likely to stimulate corresponding improvements in high school graduation requirements and course content.

In general, I like the thrust of what the Endowment has done. I fully expect to continue current NEH efforts of this sort or to institute others that are similar.

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The CHAIRMAN. Mr. Curran, you have held quite a number of administrative positions, especially in education, and I note that most of them have been leadership positions, such as headmaster of the National Cathedral School, Associate Director of Presidential Personnel, and Director of the National Institute of Education. Your current position is Deputy Director of the Peace Corps.

I see also that you have been elected by your peers to various leadership positions outside your work, such as the presidency of the Association of Independent Schools of Greater Washington and trustee and program chairman of the National Association of Principals of Schools for Girls.

Could you please comment on the connection, as you see it, between your past administrative experience and the position you seek as the head of the Humanities Endowment, and in what ways has this considerable high-level administrative experience prepared you, in your opinion, to lead NEH?

Mr. CURRAN. Well, Mr. Chairman, it is always difficult, I think, to talk about one's own qualifications and experience, but as Senator Mathias pointed out, and as you have pointed out, I have been the chief executive officer, if you will, for 12 years of the National Cathedral School, for nearly a year at the National Institute of Education, and for more than 3 years now, as Deputy Director of the Peace Corps, helping to run the day-to-day operation.

From an administrative point of view, I feel I have a great deal of experience.

At the National Cathedral School, as headmaster, I chaired the curriculum committee; therefore, I was responsible for the development of all curriculum at the school, which, at our particular school, included advanced placement courses in English, American and European history, modern and classical languages, and the history of art.

I developed, while at Cathedral School, new programs—courses in women's studies, for example, and introduced an American politics course.

It was always interesting to me that many of our graduates would leave our school and go on to advanced placement standing at the college or university level.

In fact it used to distress me that many of our juniors would leave after the junior year to go into college. I point that out because I think that it shows that our faculty, my administration at the school, were involved with college-level courses. My primary concern, always, was to help translate, if you will, the work of the scholars into the classroom.

As a member of various organizations, the National Association of Principals of Schools for Girls, which also included college officers, my experience with the Cathedral School and the Foundation enabled me to work with committees, with different groups, and to gain experience in that way.

The CHAIRMAN. Thank you. I have reviewed your statement and I have seen a copy of your résumé. You have had extensive experience in educating this Nation's youth. Would you give us some background about your experience as a teacher, what you learned as a teacher, that might also help you as head of the NEH.

Mr. CURRAN. I think as a teacher I learned, most of all, that it is so important for the young in our country to gain the breadth and the background to be good citizens, to be able to govern. To do this, they must have a solid and broad education in the humanities. I am not sure if that answers your question as your question is a little general, but—

The CHAIRMAN. All right. Let me get a hard question on the table right at the outset. I have received a number of letters in the last several months about the proper qualifications of the Chairman of NEH. Some are critical of the fact that you do not have a Ph.D. I might add, as Senator Mathias does, that of course I do not know anybody on our committee who has a Ph.D. Do we have anybody who has one?

Senator KENNEDY. What is that supposed to suggest?

The CHAIRMAN. Senator Kennedy always has some things hidden in his background. I just wondered if maybe you have a Ph.D.?

Senator KENNEDY. Well, how does Doctor of Laws stack up?

The CHAIRMAN. Doctor of Laws. That is pretty bad, in the eyes of most people, I think; but, you and I we both have that degree.

Senator KENNEDY. That is right.

The CHAIRMAN. Let me just say this to you, Mr. Curran, that a lack of a Ph.D. degree is one of the criticisms that has been raised. However, I have also heard from other people who do not believe that a Ph.D. is necessarily the qualification that a Chairman of NEH needs. Prof. Jacob Neusner, for example, a distinguished research professor from Brown University in Rhode Island, and a former NEH Council member, has written in support of your nomination. He has indicated that one need not be a research scholar to be an effective Chairman. Another scholar, a former recipient of an NEH fellowship, and likewise, a strong supporter of the Endowment, wrote to me, that: "I am not persuaded that a Ph.D. and experience in university teaching or administration are necessarily qualifications to lead NEH."

So we will enter those letters into the record.

I have also received a copy of a letter addressed to Senator Pell from John Agresto, currently the Acting Chairman of NEH, on the necessary qualifications for the Chairmanship of NEH. Mr. Agresto argues that, "Given the importance of encouraging the Nation to regard the secondary school community's work as essential, it is important not to preclude somebody with a distinguished background in this area from the NEH chairmanship." Mr. Agresto also notes that most of the Endowment's funds are awarded for projects which do not principally involve scholarly research and that the central qualifications for the Chairmanship are "administrative ability and leadership, both of which can be exhibited by a secondary education leader as well as by an academic scholar."

I personally agree with Mr. Agresto in this observation. We will submit his letter for the record as well.

[The letters referred to follow:]



Program in Judaic Studies
Brown University
Providence, Rhode Island 02912-1826
401 863-3900

Jacob Neusner
Co-Director
University Professor
The Ungertleider Distinguished Scholar of Judaic Studies

6 19 85

Senator Edward M. Kennedy
United States Senate
Committee on Labor and Human Resources
Washington, D. D. 20510

Dear Senator Kennedy:

I hope that the Senate will take affirmative action on the nomination of Mr. Curran to serve as Chairman of the National Endowment for the Humanities. Having served for six years as a Member of the National Council on the Humanities (1978-1984) and serving now as Member of the National Council on the Arts (1984-1990), I know the importance of stable leadership for the Endowments.

Mr. Curran's strength is his experience in education. He has a clear vision of what it means to educate young people to a life of maturity and intelligence and value. The action in the humanities is in the public schools through high school, where the entire population meets the humanities -- language, literature, history, and the like. Someone with a clear vision of the role of the humanities in national life, with stress on the education, has much to contribute, through leadership of NEH, to the nurture of the humanities in the national interest. So while Mr. Curran is not a research scholar, he has other gifts, which, I believe, give him a strong claim on confirmation. The Research Division of NEH should not be confused with the Chairman's office; both are important.

I served on the Research Division Committee of the Council for enough years to hold very precious the work of enlarging humanistic knowledge through scholarship. But the Endowment is an institution meant to strengthen public access to and appreciation of humanistic tradition of the West. With sound professional assistance in the appropriate divisions and offices -- such as every chairman enjoys -- Mr. Curran will give us four or even eight very good years at NEH.

Kind regards,

Jacob Neusner

(1984!)



**Bentley
College**

July 8, 1985 **655 JUL 26 AM 9 20**

Sen. Orrin G. Hatch, Chairman
Committee on Labor and Human Resources
United States Senate
Washington, D. C. 20510

Dear Senator Hatch:

Concerning the proposed appointment of Edward Curran to chair the National Endowment for the Humanities, I have been asked to write to you by Modern Language Association president, Theodore J. Ziolkowski, and vice-president, J. Hillis Miller. The thrust of their letter with enclosed fact sheet, circulated to MLA members, seems to be that Mr. Curran may not sufficiently appreciate the importance of scholarship because he has no background of employment in higher education. No such assertion is made; but it is implied by Drs. Ziolkowski and Miller that someone with experience in secondary rather than higher education, and without a Ph.D., may not himself be a scholar and should not be "called on to judge" the work of scholars.

A further implication of the MLA officers is that, as an appointee of the Reagan administration, Edward Curran may lean toward curtailing the role of NEH in accord with conservative fiscal policy.

Myself a recipient of two grants from NEH, including one Fellowship for Independent Study and Research, I am deeply appreciative of the assistance such grants provide for scholars. In fact, my own experience indicates to me that NEH performs a very valuable service that needs continued funding by the Congress.

On the other hand, I am not persuaded that a Ph.D. and experience in university teaching or administration are necessary qualifications to lead NEH, or that lacking these qualifications one is not a scholar.

In my view, NEH needs continued administration by such distinguished leadership as that of William Bennett, whose policies and pronouncements during his tenure as chairman of NEH have seemed exemplary to me. Dr. Bennett's enthusiastic endorsement of any candidate to succeed him would tend to persuade me of that candidate's merit.

I look forward to your committee's hearings on this appointment, and in particular to the testimony of Dr. Bennett, whose advice I believe should weigh heavily when you decide whether you will vote to confirm the appointment of Mr. Curran.

Yours sincerely,

Dennis Flynn
Dennis Flynn
Associate Prof. of English

Waltham, Massachusetts 02254 (617) 891-2000

NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20506

June 27, 1985



The Honorable Claiborne Pell
United States Senate
Washington, D.C. 20510

Dear Senator Pell:

Although I was not questioned on the matter, a good part of the discussion at the recent reauthorization hearing for the National Endowment for the Humanities touched on the intellectual and administrative background appropriate for any prospective chairman of NEH. Because I've seen the Endowment both as an academic scholar and as its Deputy/Acting Chairman, let me offer you my own views of the issue.

A substantial percentage of the teaching, learning, and research within the humanities in this country involves pre-collegiate teachers, administrators, principals, superintendents, and, of course, students and the general public. At the NEH, and throughout the country, there have been major efforts in the last few years to enhance the image of secondary school educators, both in their own estimation and in the estimation of scholars. NEH has done much to prove to members of the secondary school community that they have vital interests in the realm of ideas and deserve the respect of the academic community. The message has gone out that high school teaching is important. Given that, I would be hesitant to say that a noted secondary school educator should *de facto* be precluded from serving as NEH chairman. Such an argument might risk reinforcing negative notions of provincialism within the higher education community without helping the efforts to raise up the vital work being done at the pre-collegiate level.

At the NEH, we are committed to promoting excellence in all facets of the humanities. As you know, the Endowment's mission includes humanities education programs, programs which foster public understanding and appreciation of the humanities, and programs for scholarly research in the humanities. In fact, considering the broad range of projects supported in our program of Summer Seminars for Secondary School Teachers, General Programs, State Programs, Education Programs, and Challenge Grants, it would be fair to say that most of NEH's funds are awarded for projects which do not principally involve scholarly research.

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One last point: the heads of many agencies often are not technically skilled in specialized areas under them but rather are administrators. This is true for most Cabinet officers and other high officials in virtually all administrations. The chairman of NEH is a senior public administrator as well as a national leader in all aspects of the humanities. He must possess a breadth and diversity of experience and a variety of skills--not just those of a scholar. I should also say that no matter how widely read or well educated, no one person can be knowledgeable about all the fields of the humanities; no single chairman can be an expert judge of the significance of all projects submitted for the review of the Endowment. William Bennett, whom we all agree was an excellent chairman, has a superior knowledge of philosophy but would not claim to know linguistics or Greek. That chairman, or any chairman, properly relies for judgment upon the Endowment's peer review process--on the recommendations of panelists, reviewers, staff, and members of the National Council on the Humanities.

What is most important for a chairman of the Endowment is the capability to lead the agency and to be a thoughtful spokesman for the humanities. There is every reason to presume that these qualities may abide in a leader from secondary education just as they may abide in an academic scholar. I think that we can agree that the humanities need not be perceived as the sole property of the academic scholar. Such a perception by others might impair the work which we all have attempted to do to make the humanities more central in the lives of all Americans.

Sincerely,

John Agresto
John Agresto
Acting Chairman

cc: Members of the Committee

The CHAIRMAN. I think that administrative experience and leadership, as well as practical experience in education are critical, however. You have an excellent background in that respect. Naturally, any Chairman should be prepared, like past Chairmen, to listen to the advice of their staff in the peer-review process when making final decisions on NEH grants, whether they be ones involving scholarship or museums, public television programs or teaching.

Thus, I assume that you would be willing to consider the advice of the peer-review system carefully, and that you would make use of those Ph.D.'s, those who have scholarly experience on the Endowment staff?

Mr. CURRAN. Yes, Mr. Chairman. As I said in my opening remarks, as former Chairmen have done, I would want to rely on the very fine peer-review system, the panels, and the system of review that every proposal must go through before it comes to the Chairman's attention.

I noticed in reading the 1984 report of the NEH, that the NEH has used approximately 7,900 outside reviewers who were specialists in their field, just in 1984 alone, to help in determining which scholarship, which projects are central to the humanities. I think each Chairman before has said that no one can know all there is to know about every subject, and certainly, that is true.

The CHAIRMAN. I have a number of other questions—

Mr. CURRAN. I wonder if we should remind Senator Kennedy, now, that I am from Massachusetts, since he was not here when the—

The CHAIRMAN. We had an interesting dialog on earlier on the merits of residency in Massachusetts, Senator Kennedy. I do have some other questions, Mr. Curran, but, I think I will turn to Senator Kennedy at this time.

Senator KENNEDY. Thank you very much, Mr. Chairman, and I, too, want to join in welcoming Mr. Curran to the committee, and welcome the chance to inquire of him on some matters of importance.

Mr. Curran, I am sure you are probably aware that there have been many issues that have been raised by many of those who have been very much involved in the shaping and the fashioning of the National Endowment, who are very much concerned about its future, and about your nomination, and the qualifications which you bring to this particular office.

And I know that Senator Pell is going to inquire in very considerable detail about your role and commitment in the areas of higher education.

And I would like to have the chance of perhaps submitting some questions in those areas. But I would like to raise some of the questions that have been brought to my attention, and I think they are fair enough to raise, and look forward to your response. One of them is your commitment to the EEOC regulations for affirmative action plans, and equal opportunities, and I am wondering if you are prepared to indicate to the committee this morning, that you will comply with EEOC regulations, should you be confirmed?

Mr. CURRAN. You and I discussed this briefly in our meeting, and as I told you at that time, I have seen Mr. Bennett's letter to Clar-

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ence Thomas, and I am aware of his holding that the Justice Department for example does not feel that the EEOC has the authority to request goals from the Endowment.

I have had some discussions with senior staff at the Endowment. I would like to assure you, Senator, that this is a matter that I am prepared to deal with. I am not a lawyer. I guess I need some legal assistance in terms of what is compliance and what is not, and I would like to get that. I would like to talk to the staff at the Endowment and see what is the history behind this decision.

It is my understanding that the Endowment has complied but that the Endowment has not given goals for their affirmative action.

Senator KENNEDY. Well, Mr. Bennett of course did not commit, or was not in compliance with the EEOC, and for the NEH, and yet when he came up here for the Department of Education, he committed that agency to compliance. And as you pointed out, I did raise this in our own meeting earlier, and I must say that I am somewhat troubled by the fact that you would come here, now this morning, realizing that this matter would certainly be raised again during the confirmation hearing, and not having at least a response that, "Well, I won't, for good reasons," or, "I will," because this is obviously a matter of importance.

There is no question there is a matter of some difference. Unless you are willing to indicate a compliance, then the FTC, the Justice, and this agency, as I understand it would be the only three agencies of Government which are not in compliance and I am somewhat troubled by the hesitancy of your response.

Mr. CURRAN. Well, it is not intentional hesitancy, Senator. Let me say that first of all, I think you know from your own experience, working with me, through 9 years at Cathedral School, that I believe in affirmative action. I support fully, the council's resolution of 1984, that the National Endowment for the Humanities should neither favor nor slight anyone because of race, color, national origin, religion, or gender.

And I will say to you, Senator, that I will comply with the law on this matter.

Senator KENNEDY. Well, I would hope, Mr. Chairman, that Mr. Curran would have the opportunity to perhaps add to his response prior to the time that we will be able to give some consideration, because I really believe that this is a matter of great importance.

I know there are those that do not feel that this is of as great importance as it was at other times. I do not happen to be one of them, and it seems to me that the statutory authority was quite clear. The other agencies are responding to those particular guidelines, and I would hope that we would have as complete a response on this issue at the time when we would be able to give consideration to the nominee.

The CHAIRMAN. If I can interrupt. I think that will be fine. You may submit more detailed views in writing, if you wish.

Mr. CURRAN. And I want to make sure the committee knows that it would be my obligation to comply with the law and—

Senator KENNEDY. Well, yes, but it is how you perceive the law at this time. This is as pretty clear, to those of us who were involved in drafting the law, and it has been pretty clear in terms of

the willingness of others who have been in similar situations, who have been nominees for positions, who are not lawyers, or legal experts, that they have a pretty clear understanding of what the statute says, and there have not been the kinds of hesitancy on this issue. Now, I just want to be fair, give you the chance to respond in whatever way that you feel expresses your viewpoint, but I want to also indicate that this is a matter of very considerable importance.

And it seems to me one can respond simply, that "Yes, I will comply," or, "No, I won't," and, "for these particular kinds of reasons" on it, and that is what—

Mr. CURRAN. I agree, Senator, but I think, as you yourself point out, that for some reason or other, there seem to be some, question of interpretation on this issue, and I would like to have the opportunity to sit down with the staff, even to sit down with the Chairman of the EEOC, which I would be more than willing to do.

The CHAIRMAN. Senator Kennedy, would you yield for just a moment?

Senator KENNEDY. Let me just finish on this point.

The CHAIRMAN. Certainly.

Senator KENNEDY. Well, then would you be willing to do that at a early time, now, to try and—so we can have your response on this in the very near future?

Mr. CURRAN. I am not quite sure what you are asking.

Senator KENNEDY. I am asking whether you will give us a straight answer before we vote on your nomination. Does that make it any clearer?

The CHAIRMAN. To what question? He's already said he will obey the law.

Senator KENNEDY. He heard it, Mr. Chairman. It is whether he is going to comply with the EEOC regs.

Will you do it, or not? I mean, either give me a yes or no answer in compliance, or yes or no answer that I will be willing to sit down with them before.

Mr. CURRAN. I would be delighted to sit down, but I do not know what you are asking me to say yes or no to I think this is—

Senator KENNEDY. To whether you are going to comply with the EEOC.

Mr. CURRAN. But I do not know what I am going to say I am complying with. As you yourself have stated, this is a very complicated—

Senator KENNEDY. No, I did not say that. I did not say that.

Mr. CURRAN. I thought you had, Senator. I am sorry.

Senator KENNEDY. I did not say it was very difficult, because we have had, all the other agencies are willing to say, the nominees for these other agencies, where they are going to stand on it, and they do not seem to have the, you know, the difficulty on it. I raised this issue with you before, you knew I was going to ask about it, and what I want is a straight answer, and you ought to be able to give straight answers on it, or I think with regards to the other questions that we are going to ask about, we are going to have to, you know, really examine the innuendo, the nuance on these other matters, evidently, if we cannot get, you know, straight answers. It is up or down. That is what we have to do, and you have to do, and I think that I would hope, quite frankly, that you

would have a chance to talk with them and that we would have your response to that, prior to the time of the consideration.

And, if you feel so willing to do that, I would hope that the committee would give you the opportunity to do so; and if you do not choose to do so, then I would hope at the time that we have the nomination before the committee, we would know that as well. That is all I am saying.

The CHAIRMAN. Let me just add that we will ask you to answer that question in writing. You have said you will obey the law. I presume that includes the regulations whatever they are interpreted to be?

Mr. CURRAN. Yes, sir.

The CHAIRMAN. Thank you I do not know what all the commotion has been about. This is a serious issue. I do not know anybody who is not highly concerned about these issues, whether they are for Senator Kennedy's position or another position. What is the proper approach to these matter is one of the most difficult issues in our country today. There at least are two sides to the issue, you two legitimate sides, and good arguments on both sides. So, Mr. Curran, we will ask you to put in writing your answer to that question.

I would like to have all questions submitted to you by 6 o'clock this evening. And, if possible we would appreciate having your answers tomorrow.

Mr. CURRAN. Yes, Mr. Chairman.

Senator KENNEDY. Well, the only point that I would raise to you, Mr. Curran, is the Executive order is still in effect, and the real question is—and it has not been revoked and it is in effect, and we just want to know whether you are going to comply with the Executive order.

Let me move on, if I could, because I know others have questions. On the questions of the philosophical agenda, do you perceive a philosophical agenda for the agency?

Mr. CURRAN. I think only insofar as it is my obligation to make sure that everything the agency does is central to humanities.

Senator KENNEDY. Well, the reason I raise this is that you were quoted earlier, anticipating your position at the NIE, and I quote: "If there's been an absence of the conservative view, we'll try to make sure that there's a presence of a conservative view." Do you feel that there has been an absence of a conservative view—

Mr. CURRAN. This was—that quotation, like so many in newspapers—I think you would agree with me—was not the entire quotation. It was taken out of context.

I was talking to Mr. Babcock, and he was pressing me. The whole point of that statement, and the part that was left out was, if there has been an absence, in order to have objective research, fine, we will have a conservative view. I want to hear everyone. And that is what that meant and I—

Senator KENNEDY. And it was just in a conversation?

Mr. CURRAN. Yes, sir. It was an interview with a Mr. Babcock from the Washington Post.

Senator KENNEDY. I see. There was also, as I understand, that the SEDAR report attributes, and, you know, you will have to say whether the quote is accurate or not—but that is what I under-

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stand, the SEDAR report attributes another statement to you that: "Public policy of education was changed into social problem-solving. It's time to declare war on public policy and measure the possible effects of nothing more than intensive teaching and intensive learning." To what extent do you think that education exists outside of public policy?

Mr. CURRAN. I am not sure I understand the question.

Senator KENNEDY. Well, to what extent do you think the—I mean, what did you mean by "The public policy of education was changed into social problem-solving. It's time to declare war on public policy." What did you mean by that?

Mr. CURRAN. What I think they are referring to, although I am not sure, is that we had very limited funds at the National Institute of Education. SEDAR is the group that represents 17 labs and centers, which are part of the National Institute of Education.

Those 17 labs and centers absorbed, or had a set-aside of more than half of the entire budget for research and scholarship at NIE. We had very little flexibility, and it seemed that there were many projects, and I am not the only one to point this out, that were not theoretically research-oriented, that were involved in programs that were unrelated to learning.

Senator KENNEDY. If I could, there is just one other area that I would like to pursue, Mr. Chairman, just at this time, and then I will yield to the others.

The CHAIRMAN. Certainly

Senator KENNEDY. And that is with regards to the staffing, should you be nominated, at the Endowment. Could you tell us what changes you intend to make with the staff, senior staff.

Mr. CURRAN. Yes, sir. Senator, I do not intend to make any changes. I have met on four or five occasions with the senior staff, with the acting chairman and assistant chairman.

I have met with the division heads to be briefed on each program, and I am very impressed with the caliber and with the years of experience, and with the service and the dedication to the Endowment. I have no plans for staff changes.

Senator KENNEDY. Do you intend to hire Larry Uzzell?

Mr. CURRAN. I do not. At a previous hearing, and Senator Dodd will remember this, I was asked about Larry Uzzell. I was asked about a letter he wrote. I did not know—I had not seen the letter beforehand. I thought it was disgraceful and showed poor taste and poor judgment.

Senator KENNEDY. Could you tell us just what relation you will seek with the higher education community to pursue the goals for an effective national policy in the humanities.

Mr. CURRAN. Yes, sir. I think it is incumbent upon me to develop a relationship there. You know, the President has expressed his confidence in my ability to hold this position. Since the higher education community do not feel they know me, it is incumbent upon me to talk to them, to get to know them. As I said, coming in this morning, I had just the briefest chat with the head of the MLA, and also with the head of the National Humanities Alliance; we have already arranged if confirmed, to sit down and discuss matters.

I read "To Reclaim a Legacy" with great concern. I read last week in Newsweek, and I do not want to take too much of the committee's time, but in a "My Turn" article, a community college professor who writes "No Allusions"—not "illusions" but, "No Allusions in the Classroom", and he is concerned that we have—that we are bringing up a generation—not a generation—but a citizenry of uninformed individuals.

And this community college professor says,

As I write this, the radio is broadcasting the news about the Walker family, accused of spying for the Soviets. The Walkers, according to a U.S. attorney, will be the Rosenbergs of the 1980's. One of my students thought Ethel Rosenberg was a singer from the 1930's. The rest of them didn't know. Communication depends, to some extent, upon the ability to make and catch allusions, to share a common understanding and a common heritage. Even pre-literate societies can claim this shared assessment of their world. As we enter the post-industrial information processing age, what sort of information will be processed, and as the educational establishment is driven back to the basics, isn't it time we decided that a common understanding of our history, and our planet, is most basic of all?

I think it is very important that we begin to let the higher education community know, as they do, that the Endowment is available, that we are there to assist and to help, and to support, and that these problems can be addressed.

In "To Reclaim a Legacy," Maynard Mack, who happened to be a professor of mine at Yale, makes the comment that when you read about Darwin, when you read Darwin and Freud—this was a lecture he delivered to the American Council of Learned Societies—you are not only amazed or overwhelmed at their own knowledge of their subject, but at how much else they knew, the breadth of their education. Mr. Mack points out that this is what we are lacking today.

And if the Endowment can assist and if dialog with the Chairman of the Endowment helps, then I want to do that. I want to learn what the universities see as their needs.

Senator KENNEDY. I would like to just submit some other questions, Mr. Chairman. Thank you very much.

[Responses of Mr. Curran to questions submitted by Senator Kennedy follow:]

Senator Kennedy

EEOC

Mr. Curran. Your predecessor, Secretary Bennett, sent Clarence Thomas, Chairman of the Equal Employment Opportunity Commission, a letter on January 16, 1984 indicating that the National Endowment for the Humanities would no longer comply with EEOC regulations.

As you know, Congress has given EEOC full authority to issue these regulations for affirmative plans for equal opportunity.

Question 1: Do you agree with the point of view described by Mr. Bennett in this letter?

Answer: As I said yesterday, I support Mr. Bennett's position on this issue -- race, color, creed, nationality, and gender should not be pre-conditions of employment at NEH. I also support the resolution of the National Council on the Humanities: "The National Endowment for the Humanities should neither favor nor slight anyone because of race, color, national origin, religion, or gender."

I understand that NEH has an exemplary record for hiring minorities and women when compared to the rest of the federal government. In fact, employment of these groups at NEH apparently is also in excess of their overall representation in the humanities community.

Question 2: Will you give the Committee your full assurance that you will comply with EEOC guidelines?

Answer: Yes.

Question 3: What timetable can you give the Committee for compliance with these regulations?

Answer: The next required submission for NEH will contain the required information.

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Senator Kennedy

Credentials - Previous Experience

Question 1: Do you think your limited previous experience will be a disadvantage or limitation to your work as Chairman of NEH.

Answer: I disagree with the statement that my previous experience has been limited. During the past several years I have occupied two senior administrative posts in the federal government. Prior to that I was for twenty-five years a teacher and administrator in schools at the secondary level. My academic credentials include a BA from Yale (1955) and an M.A.T. from Duke (1968). I think that, on the contrary, my working experience has been in many ways particularly broad and instructive. In nominating me to head an important agency of the federal government, I think that the President was quite aware of the relevance and worth of my prior experience, especially as it relates to managing a complex organizational enterprise.

I would suggest further that my experience in pre-collegiate education is highly pertinent to an issue that centrally affects the health of the humanities. Several major studies, including A Nation at Risk, have made it clear that there are serious deficiencies in the way we educate our youth. Primary and secondary education is basic. Advanced education and research critically depend upon the foundation that is established in the schools. Moreover, education at the primary and secondary levels is universal: at some point every American is affected by what is taught at the pre-collegiate level.

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Senator Kennedy

Credentials - Staffing

Question 2: What changes, if any, do you intend to make with the staff, particularly the senior staff. What commitment do you have to bringing in experts and humanities professionals into your decision-making processes.

Answer: During the hearing, I mentioned that I have had discussions with the division directors and several meetings with the Endowment's senior staff. I have been impressed with their expertise, enthusiasm, and concern for the humanities. At this time, I have no plans to make any major staffing changes.

As I have stated, I intend to meet with representatives from all areas of the humanities community to discuss their ideas and suggestions. I will also rely on the NEH peer review system for guidance in awarding grants. The advice of the National Council on the Humanities will be sought for major policy decisions.

Credentials - Mr. Uzzell

Question 3: Do you intend to hire Larry Uzzell in any capacity at NEH?

Answer: No.

Credentials - Relationship With Higher Education Community

Question 4: What relationship will you seek with the higher education community to pursue mutual goals of an effective national policy in the humanities?

Answer: I look forward to meeting with representatives of the higher education community and discussing their concerns in the humanities in the years ahead. As with past NEH chairmen, I expect to meet with many spokesmen from all areas of the humanities.

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Senator Kennedy

Credentials - Tenneco

Question 5: Your biographical material submitted for your present position lists consultant work for Tenneco which was not included in the material submitted to the Labor and Human Resources Committee.

What was your position with Tenneco?

Were you teaching there. What educational or economic development program, if any, were you involved in?

Answer: I apologize for the oversight of not mentioning this consultant work in my submission to the Committee.

I was a consultant to the Tennessee Gas Transmission Corporation (now Tenneco) in June and July of 1960 to assist the company in establishing schools in their overseas operations in Ecuador, Bolivia, and Argentina.

In 1963, I spent one term teaching in and evaluating the Tennessee Gas Transmission Corporation school I helped to establish for the children of American and national employees in Ecuador and Argentina and for the children of American employees in Bolivia. I have had no further association with Tennessee Gas Transmission Corporation.

Credentials - Editing Program

Question 6: One letter which I received from the History of Science Society mentioned that, "during the past year NEH has cut off funding for several major ongoing editing projects, such as the papers of Calhoun and Frederick Douglass."

Can you explore for the Committee, whether there has been a change of policy at the Endowment regarding ongoing editing projects, or, whether these projects were not judged to be competitive?

Answer: I understand that there has been no "change of policy at the Endowment regarding ongoing editing projects..." In fact, staff informs me that the Calhoun project was funded.

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Senator Kennedy

Credentials - Panelists

Question 7: What changes, if any, will you make in the composition of panel members? Do you think that the panelists have been of the highest quality and of a wide expertise, or, do you feel that you would tap new scholars and groups to serve?

Answer: I have been quite favorably impressed by the competence and seriousness of NEH panelists, and it is evident to me that the Endowment has traditionally cast a wide net in selecting scholars and others knowledgeable in the humanities to serve in this capacity.

The Endowment does not select panelists on the basis of sex, race, or ethnic characteristics. Instead, the Endowment's sole concern is that each panel be made up of persons who are highly qualified to review the specific set of applications that will come before it. Nevertheless, I understand that the composition of NEH panels fully reflects the broad cultural and geographic diversity of the United States and of the academic and professional groups from which they are drawn.

I think that the excellent reputation of the NEH panel review system is well deserved.

Credentials - Newer Areas of Scholarly Research

Question 8: What are your attitudes toward the newer areas of scholarly research?

Answer: I will judge each individual project on its merits, without regard to the field of the humanities involved.

I do believe, however, that the Endowment should emphasize the central disciplines of the humanities.

I'm not sure that concern for "newer areas of scholarly research" is warranted. I understand that funding ratios for new interdisciplinary areas such as Women's Studies and Black Studies are much higher than the overall Endowment average.

Senator Kennedy

Credentials - Role of NEH

Question 9: Do you see the role of the NEH as directive or responsive, that is, would you see the NEH taking a special initiative to encourage certain kinds of projects or as responding to the concerns of the scholarly community?

Answer: This question is not simply an "either/or" issue. NEH should be both "directive" and "responsive," although I would suggest using a word other than "directive." (Perhaps "dynamic" is more appropriate.)

I recognize (and firmly believe) that NEH must remain responsive to the concerns of the scholarly community.

I admire what Mr. Bennett and Mr. Agresto have done at NEH -- setting a well-articulated sense of purpose for the agency and establishing goals and objectives for advancing the humanities nationwide. These activities have been both "directive" and "responsive."

I look forward to meeting with representatives of the scholarly community (as well as public humanities groups) to discuss any concerns or interests they may have about the programs and direction of NEH.

Senator Kennedy

Agency - NEH Budget

Question 1: What do you believe to be a reasonable and effective budget for the NEH?

Answer: The budget for NEH should be sufficient to fund all the excellent applications submitted.

Endowment senior staff have told me that the request budget for the agency for fiscal 1986 will support all the projected excellent-rated applications in addition to many proposals rated "very good" and "good."

As Chairman, I will ensure that all excellent-rated projects continue to be funded, and the budgets I submit to OMB and Congress will reflect this commitment.

It is important to remember that support of the humanities is primarily the responsibility of the private sector-NEH apparently provides less than .6 percent of total national funding of the humanities.

Agency - Chairman's Role in the Budget

Question 2: How active of a role do you feel the Chairman of the NEH should play concerning deliberations on its budget?

Answer: Since the chairman is responsible for administering the budget, the chairman must be active in all deliberations concerning it. It is the chairman, after due consultation with staff and the National Council on the Humanities, who determines the allocations of funds among the various programs and divisions that are necessary for carrying forward the policies of the agency. This is an important responsibility and one that must command the chairman's close attention.

Senator Kennedy

Agency - Personal Commitment to NEH

Question 3: What would you describe to be your personal commitments toward the NEH?

Answer:

I am committed to making the Endowment the vigorous champion of excellence in the humanities that it has become under Mr. Bennett and Mr. Agresto. NEH is important because the humanities are important.

The humanities are a vehicle for citizens to engage in serious thinking and reflection about their culture. This is important individually and personally to the citizen, but it is also important collectively to the culture and to the society. The humanities provide a vital sense of its origin, development, and present condition of civilization.

NEH is important. As the enabling legislation makes clear: "the encouragement and support of national progress and scholarship in the humanities" is "an appropriate matter of concern to the federal government."

BUT the legislation also makes clear that NEH is to play a limited role, that the humanities are primarily a concern of private and local initiative.

The CHAIRMAN. Thank you, Senator Kennedy. We will turn to Senator Pell at this time.

Senator PELL. Thank you very much, Mr. Chairman. What, Mr. Curran, would be your definition of the term, humanities?

Mr. CURRAN. Well, I noticed when Mr. Bennett was asked that same question, he said that he would be satisfied with the definition as stated in the legislation, and I know you know that the list of the central disciplines, the core of the humanities as defined by statute—

Senator PELL. In the language, "both modern and classical linguistics, literature, history, jurisprudence, philosophy, archeology, comparative religion, ethics, history, criticism, theory of the arts—those aspects of the social sciences which have humanistic content and employ humanistic methods, and the study and application of the humanities to the human environment, with particular attention to the relevance for the humanities in the current conditions of national life."

Mr. CURRAN. Yes, sir.

Senator PELL. This phrase was worked out very, very carefully years ago with Senator Keating and Senator Humphrey, and a variety of us who were interested in it, and I am glad you still adhere to it. I think there was some sense also, in Barnaby Keeney's, the first Chairman's definition, which was: "If you can do it through the arts, if you write about it, it's the humanities"—that may make it even simpler.

Now, Mr. Curran, you have not been a member of the national humanities community up until this time, in the sense that your views on the humanities are not widely known.

I wonder in this regard, have you published anywhere your views on the humanities, and, if you have, where?

Mr. CURRAN. Well, you asked me that same question in our private meeting—

Senator PELL. Right.

Mr. CURRAN [continuing]. And I think that my views on the humanities are more generally known through my experience as a teacher, and as a headmaster. I have not published in scholarly journals, as I told you.

Senator PELL. If you can—

Mr. CURRAN. Senator, I believe that—and if you will permit me to paraphrase Thomas Jefferson—that education is at the core of what it is that sustains a democratic society. That no nation could ever expect to be both ignorant and free.

And my concern is, as I watched students go through the education system at Cathedral School, and I am sure at other schools, that students are familiar with "The Federalist Papers," they are familiar with Shakespeare, and with the great works of literature, and they are familiar with philosophy. And they go on to become humanities scholars and Ph.D.'s, and as I told you prior to the hearing, I was delighted to see one of my former students on your staff.

My interest and love for the humanities grew out of exposure to a retired professor whose lawn I used to mow, and whose drive I used to plow.

It is not in the journals. That does not mean that I do not respect, or that I do not learn from those published scholarly writings.

But I think it is important that we take the work of those scholars, and that it gets translated into the classroom on the college campus, and the secondary school campus, so that we become a more informed and more educated, and more moral, if you will, electorate.

Senator PELL. Well, I would say that from the viewpoint of your career in education, and as the headmaster of a school, you have shown a very real interest in the humanities.

The question facing us is that you are under confirmation or under consideration for confirmation, as the Nation's, really, leading humanist, leading scholar, and it seems strange that a person who would be the Nation's, leader in the humanities, would be also an individual who had never expressed his views in writing, or in a scholarly journal, or outside the amphitheater of the school where you are working. This is what I am driving at here.

Mr. CURRAN. Well, Senator, I do not pretend to be the Nation's leading scholar, but I will give you my word here, that I will make sure that our Nation's leading scholars are heard, and are read, and have, as much as we can support, and can leverage private sector funds, the wherewithal to do their work.

I believe in what they are doing. I think it is necessary. I do not pretend to be the Nation's leading scholar.

Senator PELL. Well, as one of those who drafted—as one of those who drafted the original legislation, we worked very hard on it, and we visualized the Chairman as being a spokesman and a leader for the Nation's scholars, and that was absolutely in our mind, in the legislative intent of the law, and sometimes it may have slipped in these years in between, but never dramatically, and I do not want to see a dramatic slip.

Mr. CURRAN. I appreciate that, Senator. I hope that this headmaster will not disappoint you.

Senator PELL. Now the enabling legislation which we did draft says: "To develop and encourage the pursuit of a national policy for the promotion of progress and scholarship in the humanities." Now, what does that mandate mean to you?

Mr. CURRAN. That means that in every way we can, we must promote scholarship and progress in the humanities, that we must, through State programs, through general programs, through research programs, through education programs, we must promote scholarship and progress in the humanities.

There is a great deal of research that is yet to be done. We must help in that. We must also promote the study of foreign languages in our country.

Through foreign languages you have an avenue to other cultures. This is what that means to me. We must help to raise funds. You know, I was amazed to learn that the Endowment supports only, in terms of dollars, only about six-tenths of 1 percent of the money spent in a year's time on promoting progress and scholarship in the humanities.

We must promote and help the great research libraries, historical collections, and centers for learning. Granted, it will take me

some time to meet with and talk with the leaders and the scholars in these institutions, but I assure you, that will be my first order of business, if confirmed.

Senator PELL. In your view, is the work of the NEH peripheral or central to the national life of the country?

Mr. CURRAN. I think the humanities are central to the life of our Nation. The work of the NEH, as it promotes progress and scholarship in the humanities is important, but the humanities themselves are central, not the NEH.

Senator PELL. And how would you characterize the leadership that you see yourself bringing to the NEH, and how would that differ from the series we have had before, starting with Keeney, and working down through Berman and Duffey, and I have left a couple names out there. How would you see your work being different?

Mr. CURRAN. I would not see it being too different at all, in that I would rely, as they did, on the peer-review system, and the outside reviewers, and the capable staff.

Mine would be a collegial administration. I like to meet with people at all levels of the Endowment. I like to hear ideas and suggestions.

Senator PELL. Speaking of the peer review system, would you advocate, continue to advocate the present policy on the humanities, which is they do not release the names of the individuals on the review panels, as opposed to the Endowment of the Arts, which does release the names?

Mr. CURRAN. I do not know—I would be interested to talk to you and see what you felt about that, before answering that question, and I would also be interested to talk to the staff of the Endowment to see what their reasoning is on that. But I would certainly be open—

Senator PELL. You have not discussed this matter with—

Mr. CURRAN. Not that particular aspect of the panel system.

Senator PELL. I feel very strongly that openness is very important and that they should be disclosed.

Mr. CURRAN. I am sure you have made that point with other Chairmen, and—

Senator PELL. Mr. Chairman.

The CHAIRMAN. Yes?

Senator PELL. I have a whole series of questions. Are we on a 5-minute rule, or how do you want us to go?

The CHAIRMAN. I would be happy to have you continue, Senator.

Senator PELL. Well, I think it is a little hard on my colleagues, so—

The CHAIRMAN. We will come back to you for more questions, then. Senator Dodd, we will turn to you next.

Senator DODD. Thank you very much, Mr. Chairman. I have a series of questions as well. I presume, Mr. Chairman, you would like to keep us on the clock here so we do not—what is it, 10 minutes a round?

The CHAIRMAN. We will make a 10-minute rule effective starting now.

Senator DODD. Thank you very much, Mr. Chairman.

Mr. Curran, we appreciate your being here. Let me just tell you how I approach these things from my point of view. Each one of us does this a bit differently, I suppose.

Obviously, it is impossible for us to take out crystal balls, and to know exactly, either, No. 1, what kind of decisions you are going to be faced with, should you assume the leadership position within NEH.

We cannot predict that, you cannot predict that, so that is the hard part. All we can really do in this process here is to go over how you have conducted yourself in previous positions, what your statements have been, and what your actions have been, and then determine from that whether or not you ought to be confirmed for the position you have now been nominated for. So, I would like to go back with you, if I could, to the most recent position you have held at the NIE, and to go back with you as well—and I would be delighted to supply you here with the materials that I have, so that you are not caught offguard in any way.

But to go back to your confirmation hearing here, and then your activities, and I am going to focus on that particular aspect because I find that most troublesome, in terms of the present position you are seeking.

The dates that are important to me, examining that particular record, are December 1980 when you served on the transition team of the Reagan administration; August 1981 when you were appointed; September 1981 which were your confirmation hearings before this committee; December 1981; then May 1982 when you wrote the letter to President Reagan regarding Secretary Bell; in June 1982, when you were fired from that position for insubordination, although that is arguable because you resigned as well. Whether or not you want to consider that, although—

Mr. CURRAN. I appreciate your saying that because I—

Senator DODD. Well, I looked at Mr. Uzzell's letter because in his third paragraph he said, "Ed Curran was fired on June 10, 1982."

Mr. CURRAN. You may remember, in the last hearing, when you and I discussed this, I disassociated myself completely from that letter, which I had not seen prior to a meeting with counsel for that committee. I think the letter—as I say, I am not sure you were in the room—was disgraceful and showed poor judgment, and in his opinion I may have been fired, but I did resign my position.

Senator DODD. Well, I went back to your testimony and your statement before this committee in September 1981 in regard to NIE, and your statement today. There is a remarkable similarity between those two opening statements regarding those two positions.

In your opening statement today, you laud the goals of the National Endowment for the Humanities, and indicate that it is "an honor and a privilege to be President Reagan's nominee for the position of Endowment Chairman."

The statement, I might add, is very reminiscent of your testimony before the committee on September 22, 1981, when you were in the process of being confirmed as the Director of the National Institute of Education.

At that time you lauded the goals of NIE and stated that, "It was indeed a rare honor and a privilege to be the President's nominee for the directorship of that institute."

Yet, it is a matter, of course, of public record: that within 8 months of that confirmation hearing, and with the support of the Senate as a whole, that you wrote to President Reagan to urge the complete abolition of the very agency, that it was such a rare honor and a privilege to direct.

For the benefit of those Senators who were not members of our committee at the time, I would like to take, if I could, this opportunity, to review some of the statements you made concerning the role of the National Institute of Education during your September 1981 confirmation hearing.

In your prepared statement that day of confirmation, you stated that, "The National Institute of Education is a paradigm for the appropriate goal of the Federal Government in education." Page 12 of that hearing.

You went on to say, and I quote you: "That I am also convinced that the Federal Government can play a central role by providing leadership in the examination of important national education issues through support for research and the dissemination of findings of such research."

You went on to say: "I believe the work of the National Institute of Education through its research and dissemination can help make progress on the challenges we face." Pages 13 and 14 of your testimony.

When asked by the distinguished chairman of our committee, what you had in mind for NIE, for its future, you gave absolutely no indication whatsoever at those confirmation hearings, that you and your contemporaries were even contemplating the Institute's demise. Instead, you made reference to several research areas likely to receive NIE attention under your stewardship.

And concluded, and I quote you again: "There are certain congressionally mandated priorities to which we must continue to give our attention." Page 6 of that day's hearings.

When our distinguished former colleague, Senator Randolph questioned you about the plans for NIE, should an attempt be made to abolish the Department of Education, you stated, and again I quote you: "Regardless of the Department's structure, few dispute the appropriateness of the Federal leadership role in education, research, development, and dissemination. I have called it a paradigm of appropriate Federal involvement in education. I believe that the National Institute of Education will continue to play an important part in fulfilling that role." Page 25 of the hearing testimony that day.

Now, Mr. Curran, in light of the apparent conflict between your remarks at this September 1981 confirmation hearing and your subsequent decision to recommend the abolition of NIE, some members of the American humanities community, and at least this member of this panel, feel that your stated commitment to the National Endowment for the Humanities, may lack some credibility as we sit here today. And I have several questions in that regard. What you would say, wanting to mollify those statements. When you testified before the committee in 1981, can you now tell us

whether or not you, in fact, had in mind the decision to abolish the NIE? At what point between, if not then, what point between September 22, 1981. When you testified before our committee in May of 1982—when you wrote the letter, did you realize that the abolition of NIE was a proper course of action? Start with those three.

Mr. CURRAN. OK. First of all, I would like just to say—and I do not mean to be facetious, Senator—but if the President of the United States asked me if I would drive the car between the White House and the Capitol, I would say it was an honor and a privilege to to so, and I think—

Senator DODD. If that is what you were here for, I would support you.

Mr. CURRAN. Right.

Senator DODD. But today we are talking about—[Laughter.]

The CHAIRMAN. Let's have order, please.

Mr. CURRAN. But to answer your question, I still believe that educational research is a paradigm of the proper Federal role in education. I did not, at the day of our hearing, plan to preside over the demise of that agency.

Senator DODD. There had been no discussion of that at all?

Mr. CURRAN. No, sir. Not to my knowledge.

Senator DODD. Not with even potential staff at all?

Mr. CURRAN. If they had any discussion about abolition it would have been about the Department of Education, to the best of my recollection, because if you remember that time, the administration was committed—and I think there has been a considerable change since then—to abolishing the Department of Education.

So yes, I can say that there was no specific discussion, at that time, that we were going to be doing away with it.

Senator DODD. Now, I want to take you back to December of 1980, the transition team, which you served on with Mr. Uzzell during that time. You recall that?

Mr. CURRAN. I do not—I recall that I served with Mr. Uzzell at that time. That is the first time I met Mr. Uzzell, as a matter of fact; but I do not recall that a recommendation—I am sure there was no recommendation in the transition report, although it has been a long time, that NIE was to be abolished. And as you know, even now, the Office of Educational Research and Improvement is studying, under Chester Finn, the entire situation, and are working on, I guess, what we would call structural changes, to make sure that the Institute, as such, does devote itself to research and dissemination of information.

Senator DODD. I do not argue with you about that. We are not talking about structural—

Mr. CURRAN. When did I make my decision?

Senator DODD. Right.

Mr. CURRAN. As I told you before, Senator—and I do not remember the exact date—but I listened to an address by the President during the—I guess you could call it a recession, or the hard times of 1982, when he asked the citizens of the United States to lift up their voices if they knew of ways that they could help him in solving some of the budget problems and deficits.

And so I decided at that point, some time after that speech, that, you know, if we really need—

Senator DODD. When was that? Refresh my memory.

Mr. CURRAN. I just do not remember. It would be some time—I do not even know how to check that, other than to check the President's calendar, and it was a television address and—

Senator DODD. Well, was it close to the time that you wrote the letter in May?

Mr. CURRAN. I just do not—I honestly do not know.

Senator DODD. Or was it the fall of 1981?

Mr. CURRAN. It would not have been—I do not know when it was but I do not believe it was as early as the fall. I undertook my duties at the National Institute of Education with seriousness and with commitment.

I wrote him, because I said, if this is something that will help—I do not think it was such a good idea, as I sit here today—here is an agency that perhaps we could afford to do without.

Senator DODD. Now of course—

The CHAIRMAN. Senator, your time has expired.

Senator DODD. Well, can I complete this, just this—

The CHAIRMAN. Certainly. Please go ahead.

Senator DODD. That you wrote the letter on May 26, 1982, and obviously, that was not something you just decided to write that day?

Mr. CURRAN. No, no.

Senator DODD. All right. So there had been some thought going on in your mind. Obviously, the speech had triggered this. Can you be any more specific about when you made the decision that this position must be taken?

Mr. CURRAN. I honestly do not know, Senator, other than it was following a televised speech of the President, and I do not remember whether it was a speech before a joint session, or whether it was a regular speech. I just do not know.

Senator DODD. Let me stop with this question, if I can. I would like to just have you characterize what position Mr. Uzzell held at NIE under your stewardship.

Mr. CURRAN. He was a special assistant.

Senator DODD. Would you consider him one of your top assistants?

Mr. CURRAN. He was, at the time, one of my top assistants.

Senator DODD. Was there any assistant closer to you than Mr. Uzzell?

Mr. CURRAN. Well, the Deputy Director was—Robert Sweet was certainly closer, and professionally closer—

Senator DODD. Well, but the title, I mean, but, in terms of working relationship?

Mr. CURRAN. I do not know how to answer that because I tend to try to be as open with everyone as I can and—

Senator DODD. But if I was to say he was one of your two or three top assistants?

Mr. CURRAN. At that time he probably was.

Senator DODD. I will return.

The CHAIRMAN. Thank you. There is something I would like to mention before I turn to Senator Weicker. I do find it interesting in thinking about your final evaluation of NIE, that the present Secretary of Education has put Chester Finn in charge of the func-

tions of the NIE, and, of course, Mr. Finn was one of the most influential people in creating NIE in the first place. Yet, Mr. Finn himself has called for a major restructuring of the Institute because of various inefficiencies he and others have recognized at NIE. So, the concern with how NIE has been functioning is not as unusual as some here this morning would like to claim.

Senator DODD. Mr. Chairman, could I just—

The CHAIRMAN. Certainly.

Senator DODD. I just want to let you know ahead of time. There is a task force meeting on the budget at 11 o'clock. I still have additional questions, as I presume others—

The CHAIRMAN. We are keeping the record open until the end of the day.

Senator DODD. Well, I would like to—more than just the record—I would very much like to have Mr. Curran respond to the questions, because many of my questions—

The CHAIRMAN. With the permission of other colleagues, I will be happy to defer to you and allow you to continue until you finish.

Senator DODD. Well, I have got an 11 o'clock meeting that I cannot miss.

The CHAIRMAN. Can you finish your question's now?

Senator DODD. No; I cannot finish them. I will come back.

The CHAIRMAN. What do you suggest that we do?

Senator WEICKER. I will be glad to defer my time, Mr. Chairman.

The CHAIRMAN. I will defer any time that I—

Senator DODD. The only problem is, I would say I cannot finish it in 5 minutes. There is no point. And at 11 o'clock we have got this task force on the budget, and I want to be able to get to that. It should not take any more than a half an hour. I can be back at 11:30.

The CHAIRMAN. I think we will be here. We will reserve some time for you then.

Senator DODD. Thank you, Mr. Chairman.

The CHAIRMAN. If not, I will stay at 11:30 to provide that opportunity for you to ask Mr. Curran additional questions.

Senator WEICKER. Again, I am not prepared. If Senator Dodd would like to use my time right now, he is welcome to go ahead and do it.

Senator DODD. I am grateful. I am always grateful to my colleague from Connecticut, but I—I think I am always grateful to my colleague from Connecticut, but I will come back.

The CHAIRMAN. Senator Weicker.

Senator WEICKER. Mr. Chairman, I would defer at this time.

The CHAIRMAN. We will go to Senator Simon.

Senator SIMON. Thank, you, Mr. Chairman. First of all, Mr. Curran, I think the question that Senator Kennedy asked you is one that we do need a solid answer on.

The CHAIRMAN. Senator Simon, if I could interrupt you. Mr. Curran, if you would like to have a short recess, please let us know.

Mr. CURRAN. What I would like is a glass of water, if possible.

The CHAIRMAN. Please go ahead, Senator Simon.

Senator SIMON. There is concern, the fact that you headed NIE, and then advocated its abolition. You are now Deputy Director of

the Peace Corps. Have you appeared before any committees in Congress on behalf of the Peace Corps?

Mr. CURRAN. No, not—I have appeared with the Director but I have not testified.

Senator SIMON. Have you written any articles on behalf of the Peace Corps?

Mr. CURRAN. No, I have not, but I will tell you right now, Senator, as we prepare even this week for the opening of our 25th anniversary, that I am very proud of what our Peace Corps volunteers are doing. I have not written any articles on that subject.

Senator SIMON. And you are not going to advocate the abolition of the Peace Corps?

Mr. CURRAN. No. I was asked that question when I testified at a hearing for my confirmation 3 years ago, and I assured that committee that I would not, just as I assured this committee that I will not. I have not ever advocated the abolition of the Peace Corps, and I would not. It is just a great—we have a lot of wonderful—there are 6,000 ambassadors out around the world right now making friends for America.

Senator SIMON. One of the people with whom you have worked, and in fairness, you know, I am sure all of us can find people with whom we have worked who are unhappy with us, probably particularly true of Members of the Senate. Someone with whom you have worked has described you as abrasive and partisan.

Is that a fair characterization?

Mr. CURRAN. I should turn around and ask my wife, I guess. I think not, Senator. I do not find myself abrasive and harsh. [Laughter.]

Senator SIMON. And what about the partisan side? Are you going to administer—if you are approved, are you going to be a servant of the humanities, or a servant of a political philosophy, or, what will be your goal?

Mr. CURRAN. It will be to be a servant of the—a steward of the National Endowment for the Humanities, and not political. The Endowment has a policy that it will not allow advocacy for political, partisan, or religious reasons, and I concur with that policy.

Senator SIMON. I have received—and someone just handed me a telegram from some people from Western Illinois University opposed to your nomination.

I think I have received more letters in opposition to your nomination than any nominee so far this year. What has precipitated all of that?

Mr. CURRAN. I have seen those letters also, Senator—at least I assume I have seen most of them—and almost all of them seem to have been—this may not be being fair, but I think that the Modern Language Association urged its members to write, not necessarily I think opposing the nomination, but to make sure that we have a fair hearing, and that I have an opportunity to express just the kinds of things that I am expressing through your questions now.

I am not sure you were here when I came in but I talked very briefly with the president of the Modern Language Association just before the meeting, and he and I acknowledged that that is exactly what we want to have, and I think most of the letters were written by constituents of the membership of this committee, and probably

the greatest part were as a result of the appeal from the MLA, but I appreciate that.

And most of them mentioned the very fact—the comment that Senator Dodd made that, you know, at one time you called NIE a paradigm of the Federal role in education, and then you tried to abolish it.

But I think the only thing they had there were newspaper reports, and I do not feel that that was related. I still think NIE can be, or is a paradigm of the Federal role in education.

Senator SIMON. I have no further questions.

The CHAIRMAN. Thank you. I notice that Senator Simpson is here now. He is here to speak in favor of the nomination of Edward Curran. In deference to his busy schedule, with the permission of other members on the committee, I would like to hear from Senator Simpson at this time. Senator, we will be happy to have your remarks.

**STATEMENT OF THE HON. ALAN K. SIMPSON, A U.S. SENATOR
FROM THE STATE OF WYOMING**

Senator SIMPSON. Thank you very much, Senator Hatch. I apologize for my tardiness. Senator Simon, Senator Kerry. I just wanted to say a very brief word or two on behalf of the nominee.

I have known him since I came here. Oh, Senator Weicker, yes, over here. I was with him last night, so I need not greet him this morning. Yes. Where were we? In Connecticut? Oh, yes. I remember. We were there.

Let me just say that I have known Ed Curran since I came to this fascinating arena, and he was the headmaster at National Cathedral School in which my young daughter was privileged to be a student.

I watched Ed Curran in that capacity. I watched his care and attention, and the love of his students, the ability to communicate beautifully with his administrators and his faculty. He is an administrator.

He is a person with a fine intellect and demeanor, a civilized man, if you will. I do not know what credentials you need to carry, much beyond that, in the life we all pursue.

He is indeed a special person, and as I say, would bring great skills, administrative skills, to a very tough job, and certainly, as we all know, those of us who follow education closely, higher education, secondary education, the strain and the toughness of that kind of work is proof itself of the person's ability.

So I just want to be on record, in saying that I know there are those who seem to hold out for a type of academic qualification here which oddly enough, I do not think we require in almost any other type of situation.

We have a fine staff on the National Endowment who meet those tests of academe. The necessary thing here is to have a person who is responsive, accessible, knows the bottom line, how to make it work, loyal to his President. Those are things we ask of all people who serve in any administration, and that is why Ed Curran is fully able to perform the task that I know will be coming to him.

So, with that, Mr. Chairman, I just think that his very special talents, his receptiveness, his accessibility, will serve this President well, this administration well, and, more importantly, the country well, and I appreciate your allowing me a moment to say those things, and I thank you.

The CHAIRMAN. Thank you, Senator. We appreciate your taking the time to be with us today.

I am certain, Mr. Curran, that Senator Simpson's support of you will be very helpful to your nomination. Senator Simpson is a very persuasive fellow. At this point we will turn to Senator Kerry.

Senator KERRY. If I could just have one moment.

Excuse me, Mr. Chairman. I apologize.

The CHAIRMAN. Go ahead.

Senator KERRY. Excuse me, Mr. Curran.

The problem with being so junior is that everybody else asks all your questions, but in this case, not quite all.

I have a number of different areas that I would like to explore with you, if I may. I share my colleague, Mr. Simon's concern, about why all of this is taking place, and I also have received a very significant number of letters, more than I have on, I think, any other nomination, and, I might comment that they are not just letters from representatives of language departments, et cetera.

And I thought that rather, perhaps, than just ask my own questions, because we represent these folks and they have their concerns, so that you understand that this is not a partisan or personal kind of inquiry, let me just share with you some of the things I feel, because I would like to have you really address those concerns very directly.

In one letter, the director of a program in semiotic studies, from Boston University, writes and says:

I am writing to remind you of my concern over this nomination. Will Mr. Curran recommend the abolition of NEH as he recommended the abolition of the NIE, after having testified that NIE was "a paradigm of appropriate Federal involvement in education." Will he appreciate the work of those engaged in the humanities? Can he properly represent the humanities, and the work of scholars in the humanities to the Congress and the American people?

How would you answer those concerns?

Mr. CURRAN. Well, in his particular case, I would probably say to him that one of my early exposures to the humanities came to me as a student at Yale, when John Silber, the president of Boston University, was my discussion leader in a course under Dr. Theodore Green in philosophy.

I would say to him also, seriously, that the comments he makes are really taken out of context, that I do believe educational research is and can be a paradigm of the Federal role in education, and as I explained earlier, my reason for recommending NIE be done away with, primarily was in response to the President's request for assistance in helping with the budget problems at that time and seeing the agency as one which did not seem to me, at the time, fulfilling its real role, that perhaps this is one we could do—

Senator KERRY. Well, did the President specifically request the NIE?

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Mr. CURRAN. No. He was making a speech and he did say if anyone out there had—

Senator KERRY. So it was your reaction to his speech?

Mr. CURRAN. That is correct.

Senator KERRY. That is a mighty nice reaction.

Mr. CURRAN. Well, I have learned a lot since then, Senator. I think I was—it was a suggestion. I will also say, and perhaps to reassure your constituent, it was not very effective either. NIE continued, although, as Senator Hatch points out, it is now being restructured, reorganized, rethought, if not—

Senator KERRY. Well, if the President—I mean, I think this goes to the heart of the question of commitment. I mean, I do not know: I guess I might think twice about whether or not it would be such a rare privilege to drive the President from one place to another.

And if a President turned to you and said, "You've got to cut this budget now," are you going to fight against that, or are you going to say, "Yes, Mr. President, we've got to cut the budget"?

Mr. CURRAN. No. 1, this is an independent agency, and if confirmed, I will be responsible to work—of course I am the President's appointee and I will have to work with OMB, but I think I will have to talk on the Hill, and with you, and with others on the—

Senator KERRY. Well, there are plenty of independent agencies up here right now that have been cut, one way or the other. Would you fight against it?

Mr. CURRAN. I would be an advocate for the humanities. I do not know—I do not know how to answer that question because—

Senator KERRY. Is it adequately funded today?

Mr. CURRAN. I am told by the staff that it is adequately funded, that last year we were able, or the Endowment was able to fund all excellent, all of those proposals that were awarded excellent status, and that the funding is roughly equally divided among all of the divisions.

Senator KERRY. Is it your personal judgment—not the staff's—do you agree with their assessment—

Mr. CURRAN. Senator, I would have to say, from reading their reports, I have read the annual reports for the last few years, and knowing that we have been able to fund, and all of the excellent proposals, I feel that it is good.

I think one thing we have to do is to leverage more funds, if we can, from the private sector as well. But I cannot answer that question yet. I will be an advocate for the humanities. If it means more dollars, I would hope that we would work for—

Senator KERRY. I am not asking for more. I mean, I have to confess to you, your answer kind of bothers me.

Mr. CURRAN. Well, my answer is yes.

Senator KERRY. Yes, what?

Mr. CURRAN. I feel—

Senator KERRY. It is adequately funded?

Mr. CURRAN [continuing]. That for this, at this time—and I have to rely on the judgment of the staff, the present staff, they tell me it is adequately funded. That they were able to award in the last fiscal year, and previous fiscal years, all of those proposals that were rated excellent.

Senator KERRY. Are you familiar with semiotic studies, incidentally?

Mr. CURRAN. What?

Senator KERRY. Semiotic studies?

Mr. CURRAN. No, I am not.

Senator KERRY. You do not know what that does?

Mr. CURRAN. No; I do not.

Senator KERRY. There is a whole program in it at Boston University and that is part of what NEH does with its funds.

Mr. CURRAN. I know that.

Senator KERRY. You are not familiar with it?

Mr. CURRAN. And as I said earlier, in 1984, we relied on 7,900 outside reviewers to give the Chairman and panels advice on any areas that the Chairman may or may not be familiar with. There are many subjects, I mean, that I am familiar with, that perhaps others would not be.

Senator KERRY. Do you speak any modern languages?

Mr. CURRAN. I speak French and poquito de espanol.

Senator KERRY. I beg your pardon?

Mr. CURRAN. And a little bit of Spanish.

Senator KERRY. Well, I did not hear you.

Mr. CURRAN. Just a little bit of Spanish.

Senator KERRY. Another letter, just to share one with you:

I am writing to you both personally, on behalf of my profession concerning the appointment of Edward Curran. Given what I know about Mr. Curran, I do not believe he should be appointed to the position. The current state of the humanities in this country today is too precarious to entrust to an individual with Curran's background.

Do you think the state of the humanities is precarious right now?

Mr. CURRAN. As I said earlier, and as the recent report by the Endowment, "To Reclaim a Legacy," yes, I do. I think that the business of the humanities is the transmission of the culture and the intellectual tradition of mankind from one generation to the next, and I am not convinced that we are doing that well, and it is not Ed Curran saying that; it is the professors and the leaders on the university and college campuses, who are concerned that we are not doing the job.

Senator KERRY. Would you agree with William Bennett's suggestion that the literary curriculum at schools should then consist primarily of the classics of Western literature only?

Mr. CURRAN. I do not want to speak for Bill Bennett. I have heard him say that we must not exclude, we must not exclude those documents that are our Western civilization heritage. We must not exclude the Constitution, the Declaration of Independence, the Gettysburg Address. I do not know that he—I cannot speak for him. I do not—

Senator KERRY. Well, I am not asking you to speak for him. I am asking, Do you agree with the statement that it should consist primarily of Western classics, Western literature?

Mr. CURRAN. I think that it has—I think it—I would not want to say that it has to consist primarily of anything. We have to know as much as we can about our culture, our background, and all cul-

tures, and I am aware from staff, in being briefed, that we have supported studies in other, in many other cultures.

Senator KERRY. Another letter from a professor of literature at the Massachusetts Institute of Technology:

A number of us in the scholarly and academic community have some reservations about this appointment. Mr. Curran's recommendation of the abolition of the National Institute of Education at the time when he was Chair of that body, and after he had spoken out strongly in favor of the Institute's work, make us wonder exactly what he has planned for NEH. And the character of Mr. Curran's career, which has been almost exclusively involved with secondary school education makes us wonder how fully and effectively he can represent to Congress, and to the public, the work of the broader scholarly community.

How would you address that concern?

Mr. CURRAN. Well, I am pleased that he is a professor at MIT, because I know, as I mentioned earlier, MIT itself has been very concerned with how to bring humanities back into the curriculum. So I would say that as Chairman of the Endowment, I would wish to give the kind of support that MIT feels it needs to being this about; that I would be a spokesman on the Hill and more broadly, in the country, for the endowment, for just the kinds of things they were trying to accomplish.

Senator KERRY. I would take it, then, that both that answer and the answer to a previous letter, in which you voice this very strong support for increased efforts in the humanities, et cetera, can at least be reinforced by an absolute guarantee that you are not going to try and reduce the current funding level, or the current research grant level; is that correct?

Mr. CURRAN. That is correct.

Senator KERRY. And that at no time would you come here to the Congress suggesting that you have found new reasons to say to us that you think there should be a reduction; is that correct?

Mr. CURRAN. I think that is correct, Senator, but I do not—

Senator KERRY. I mean, surely, there are some areas of the humanities that you would cite to us now that you think ought to receive additional funding, which you would slide over money to, since you are making discretionary choices between research efforts.

Mr. CURRAN. Yes, but as you probably know, if we are talking about amounts, I think, in excess of—and I do not remember the figure I will have to get the exact figure—then we cannot do that without informing Congress and receiving permission.

Senator KERRY. You have a discretionary—there is a discretionary fund over there, correct—you are aware of that?

Mr. CURRAN. I am aware of a chairman's emergency fund.

Senator KERRY. Correct. Do you intend to take any particular steps to guarantee the nonpoliticization of that fund?

Mr. CURRAN. I would say that the emergency fund, as you know, is to be used for those particular proposals or projects that are somehow out-of-cycle, and there is an emergency. Perhaps there is something in a general program area—the media, or a library program—where they have a certain deadline to meet, and the council does not meet. But basically, it goes through a review process. It may be a staff review process.

Then, to answer your question, yes, I would guard against any politicization of that kind.

The CHAIRMAN. Senator Kerry, your time is up.

Senator KERRY. Oh, I did not realize we were working that way.

The CHAIRMAN. We were trying to work on the 10-minute rule.

Senator KERRY. Could I just—

The CHAIRMAN. If there is no objection, I am happy to have you continue and finish all your questions.

Senator KERRY. I will just take a couple of minutes more.

I have other letters which—from many different disciplines, incidentally—express a very similar concern, and rather than run through each and every one of them, I simply want for the record for you to understand the thread of the concern that exists in this community, and will assume your answer from your previous two letters will attend to those, also.

Let me ask you, if I can, in the course of your work—and I do not mean by these questions at all—I have no question that you have served in a distinguished fashion as a headmaster, and that within your career pattern, that you have much to be proud of. That is not the issue here, that is not at all the issue, and I really do not want to insinuate in any way that that is being put to test.

But I think what is at issue, by virtue of the choice of the President, not necessarily yours, is the question of appropriateness, and this question of confidence, and obviously, the question of the communities' confidence as to where their futures are going, and you have answered much of that.

But let me get to the practicalities, if I can. Have you personally ever been administrator of any research grant program?

Mr. CURRAN. I have not been administrator of a research grant program, other than at the National Institute of Education, which was limited primarily to educational research. But in that sense, yes.

Senator KERRY. Have you ever drafted a research grant proposal?

Mr. CURRAN. What kind of research grant proposal?

Senator KERRY. What kind do you get at the National Endowment?

Mr. CURRAN. I have not applied for a research grant, no, sir.

Senator KERRY. No, that is not what I asked. Have you ever drafted the kind that you get there?

Mr. CURRAN. No.

Senator KERRY. Are you familiar with the kind that comes there?

Mr. CURRAN. I am familiar with them, yes, I am familiar with them.

Senator KERRY. Have you ever reviewed for approval that kind of grant?

Mr. CURRAN. Yes, at the National Institute of Education.

Senator KERRY. That particular or a similar kind of grant?

Mr. CURRAN. They would be similar, yes, sir.

Senator KERRY. Have you ever worked on a research grant?

Mr. CURRAN. I have never applied for a grant; therefore, I have not worked on one.

Senator KERRY. And—

Mr. CURRAN. Keep in mind, too, Senator, particularly at the endowment, but it was also true at the National Institute of Education, that grants are reviewed at many levels—by the peer review panels, by outside reviewers in some instances, by staff, by the council, and finally submitted to the chairman for his approval.

Senator KERRY. Just a couple questions, Mr. Chairman, and I am finished.

Do you have any current plans to change that review process?

Mr. CURRAN. Absolutely not.

Senator KERRY. Do you have any current plans to—well, let me ask it this way. You have a veto power; are you aware of that?

Mr. CURRAN. I am aware of that.

Senator KERRY. How would you anticipate using that veto power, in what circumstances?

Mr. CURRAN. Only if it seemed that for some reason a proposal were not—the subject of the proposal—were not central to the humanities. And I know that the last Chairman, Bill Bennett, exercised that veto less than two-tenths of 1 percent. In other words, he approved 99.8 percent.

Senator KERRY. And you would anticipate operating in that fashion?

Mr. CURRAN. Yes, sir, I would.

Senator KERRY. Are there any current research projects—in your opening testimony, you not only quoted some of the legislative intent, but in your answers to Senators Pell, Kennedy, and Dodd, you talked about your review already of what is happening over there, correct?

Mr. CURRAN. Well, my review of what is happening over there consisted of sitting down with the division directors. I have not looked—and purposely have not looked—at any of the grant proposals or applications. I had an opportunity to sit in on a cycle, because the Council was meeting in August, but it seemed presumptuous at the time, and I decided not to do so.

Senator KERRY. I have further questions, Mr. Chairman, but I do not want to abuse my privilege here. Maybe I can just submit the more important ones in writing.

The Chairman Thank you, Senator. We will keep the record open until 6 o'clock tonight for written questions.

Senator KERRY. Thank you, Mr. Chairman.

[Responses of Mr. Curran to questions submitted by Senator Kerry follows:]

Senator Kerry

Priorities for NEH

Question 1: What are your highest priorities for the NEH in the next four years?

Answer: I think that many of the programs and priorities now in place at the Endowment look very much to the future. For example:

- the commitment to preserving humanities books and documents;
- the efforts to restore quality courses in the humanities to the core of the curricula in our schools;
- the revitalization of humanities teaching and teachers; and
- initiatives for improving humanities programming for out-of-school audiences.

I endorse these policies and will make them the cornerstone of my administration.

Support for Projects

Question 2: Are there projects the NEH now supports or has supported in the past that you think should not have received support?

Answer: I am not familiar with any such projects.

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Senator Kerry

Minorities on Panels

Question 3: In your opinion, should NEH see to it that women and members of minority groups serve on panels reviewing projects immediately relevant to these groups?

Answer: I understand that it is NEH policy that review panelists are selected strictly on the basis of their competence to evaluate the type of proposals that they are to be called upon to review. Race, sex and ethnicity are not considered. I understand, moreover, that even though merit is the only criterion in making up NEH review panels, women and minorities are more fully represented on panels than they are in the humanities academic professions.

I fully concur in the propriety of this policy and would see to it that it is continued during my Chairmanship.

Greatest Immediate Need

Question 4: What is the greatest immediate need in the humanities? How do you intend for the NEH to respond?

Answer: If I had to isolate one over-riding need in the humanities today, it would be the necessity to restore quality teaching and learning in the humanities in our nation's schools. This is important to the nation because it builds citizens who are knowledgeable of their heritage, and it is important to the individual because the humanities provide a way of illuminating the human experience.

Many studies in recent years have documented that our schools and colleges have been deficient in the quality of education offered to our youth. NEH has helped call attention to this problem as it relates to the humanities and has supported programs to revive humanities teaching in the schools. As chairman, I will continue NEH grant support in this area and use the chairman's national stature to encourage state and local authorities to upgrade humanities education.

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The CHAIRMAN. Senator Weicker, we would be happy to recognize you again at this time.

Senator WEICKER. Thank you very much, Mr. Chairman.

I have tried to come up-to-speed as to the areas covered up to this point, and please forgive me if in any way I am repetitious of those questions or those responses that have come prior to my arrival in the room.

As I understand it, you have disassociated yourself from the digest of a letter purported to be over your signature to the President, advocating the abolition of NIE; is that correct?

Mr. CURRAN. No, Senator. I disassociated myself from a letter that was written, and I do not know to whom, a direct mail letter that was written by Lawrence Uzzell. I am not completely familiar with that letter. I did however, write a letter to the President.

Senator WEICKER. You did write a letter to the President.

Mr. CURRAN. Yes.

Senator WEICKER. And what was the content of that letter?

Mr. CURRAN. The content of the letter was that at a time when you need help in solving budget problems, perhaps this is a place we should look to help solve those problems.

Senator WEICKER. Do you have a copy of that letter?

Mr. CURRAN. I have a copy of that letter, but I have never shared it with anyone. I sent a letter to the President, and I have a copy. I was asked the same question at my hearings 3 years ago. It was a personal letter to the President of the United States, and I have never given a copy to anyone.

Senator WEICKER. Would you care to submit a copy of that letter to the committee?

Mr. CURRAN. If it is absolutely necessary, I will do so I gave a copy to Secretary Bell. It seems to me that the Committee on Foreign Relations does have a copy of the letter. I seem to recall that.

Senator WEICKER. Staff has just given me a copy of the letter over your signature, dated May 26, 1982.

Mr. CURRAN. Yes. As I say—

Senator WEICKER. Is this the letter? [Handing document to Mr. Curran.]

Mr. CURRAN. I am sure it is. The letter went to the President, and I personally gave a copy to Secretary Bell. [Perusing document.] This is the same letter that appeared at the last hearing, so, yes, Senator, it is.

Senator WEICKER. I would ask that the entire text of the letter be placed in the record at this point.

The CHAIRMAN. Without objection.

[The letter referred to follows:]

UNITED STATES DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
WASHINGTON, D.C. 20508

May 26, 1982

OFFICE OF THE DIRECTOR

The President
The White House
Washington, D. C. 20500

Dear Mr. President:

Ever since you appointed me to head this agency, I have been determined to work for the goals affirmed by your election. After seven months here, I have concluded that the best way to advance those goals is to abolish the agency, as was proposed by your Office of Management and Budget and Domestic Council staffs last December. I make this proposal for the following reasons:

1. Research on education would continue without Federal funding through the thousands of university departments, private foundations, scholarly journals, and other institutions which flourished before NIE was born. In fact, I would submit, the most daring and interesting studies of American education have been pioneered outside the government-funded research establishment.
2. NIE is based on the premise that education is a science, whose progress depends on systematic "research and development." As a professional educator, I know that this premise is false.

Education does not begin to have the conceptual rigor and compelling explanatory power of a genuine science. Its most fundamental questions are inescapably value-laden, and I would assert that federal agencies should not be in the business of formulating values,

America's schools are in and shape not because we don't know how to make them effective, but because we lack the will to apply what we already know. Effective schools are actually harder to sustain today than they were a generation ago. One reason is that federal agencies like NIE have mobilized an army of outside "experts" with a license to tinker but with no responsibility for results.

3. This agency wastes money. As Donald Leshro observed in his book For City, NIE "is still throwing its money into vague, often ostentatious research and experimental education projects which have nothing whatsoever to do with the everyday reality of educating our children." Taxpayers simply do not need a \$99,000 survey on professors' political attitudes, or a \$37,000

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study of New York City School Board elections—especially not in today's climate of budgetary restraint.

Obviously, I intend to use my authority as Director to eliminate wasteful projects wherever I can. At present, however, more than half of NIE's budget lies outside my direct control and in the hands of seventeen "labs and centers" located in various sections of the country. These institutions are curious hybrids of the public and private sectors which in many ways combine the worst of both worlds: they are shielded not only from free-market competition, but also from accountability to elected officials. Their lobbying has succeeded to the point where Congress treats them like so many dams and bridges—public-works projects which receive favored treatment in Washington as long as they provide employment back home. Just last month the Senate Appropriations Committee voted to continue such favored treatment.

4. All government agencies are subject to political pressures, but the pressures on NIE seem to work overwhelmingly in only one direction: toward the left.

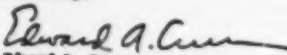
Under President Carter, NIE produced and marketed a television series explicitly designed to change children's values about traditional sex roles. NIE's studies on desegregation have historically been heavily tilted toward the pro-busing and pro-reverse discrimination camp, both in the choice of scholars to subsidize and in the conclusions those scholars have reached. Even some nine months after your inauguration, the agency hosted a seminar on tuition tax credits in which the overwhelming majority of the invited lecturers were anti-tax credit.

I have taken only some of the steps needed to restore balance, but I have already been publicly accused of trying to turn the agency into a conservative propaganda mill. My successor, if there is one, will know from the day he arrives that the easiest way to pacify the Washington-based interest groups is to encourage, or at least tolerate, the ideological agenda which flourished under President Carter.

In the long run, the public interest will be better served if the Federal Government simply drops NIE's mission and concentrates on the neutral collection of factual and statistical data on education. The interest groups would lose, but the values of pluralism, democracy, and freedom would all gain.

If you would care to discuss any of these issues at greater length, I would be honored to do so.

Sincerely,


Edward A. Carter

Senator WEICKER. This is a letter dated May 26, 1982, under the letterhead of the U.S. Department of Education, National Institute of Education, Office of the Director.

The first paragraph:

Dear Mr. President, Ever since you appointed me to head this agency, I have been determined to work for the goals affirmed by your election. After seven months here, I have concluded that the best way to advance those goals is to abolish the agency, as was proposed by your Office of Management and Budget and Domestic Counsel staffs of last December. I make this proposal for the following reasons,

And it lists the reasons.

Paragraph No. 4 lists one of the reasons for the abolition. It starts off: "All government agencies are subject to political pressures, but the pressure on NIE seemed to work overwhelmingly in only one direction—toward the left." And then it goes on from there.

Is that your opinion?

Mr. CURRAN. The letter contained a certain amount of hyperbole, but at the time that I wrote the letter, I felt there was a great deal—

Senator PELL. Forgive me, Mr. Chairman.

Could you hold the mike a bit closer?

Mr. CURRAN [continuing]. I am sorry—I felt that there was a great deal, of money being spent, that was not being spent for genuine educational research. For example, there was a lot of money spent on a television program which did not seem related to educational research, and that bothered me.

Senator WEICKER. I do not understand—what does that have to do with "the left"?

Mr. CURRAN. I think that was an overuse of a word.

Senator WEICKER. You see, my concern is that I have always been a great believer in the expression—and if you are not familiar with it, I will be glad to explain it to you—"Once shame on you, twice shame on me."

Do you understand what I am talking about?

Mr. CURRAN. Yes, sir, I do.

Senator WEICKER. This is our second confirmation hearing. At the first confirmation hearing, I shared much of the enthusiasm of your appointment to NIE. Indeed, to just go over a few short aspects of that hearing, the Chairman—I assume that is Chairman Hatch—stated:

The Reagan administration seems committed to dismantling the Department of Education. I assume there will be some Federal presence, even if they accomplish that in education. What do you think the proper Federal presence would be in education in this country?

Mr. CURRAN. Speaking not for the administration, it seems to me that if there is a valid role for the Federal Government in education, it would be in the area of research and dissemination of that research. I do not have any problem with that.

The CHAIRMAN. Thank you so much.

And then, I go on in my comments and questions to say:

I am also convinced, however, that the Federal Government can play an essential role in providing leadership in the examination of important national education issues through support of research and dissemination of findings of such research, in order to continue to improve education in the United States.

And I thank you.

Now, it seems to me to be a little bit disingenuous to have made these statements of dedication to the task at NIE and then, a short time later, come up with these comments, which obviously expressed your feelings. And that obviously raises the question, regardless of any use of the letter by Mr. Uzzell—and I have already had my innings with him—it would seem to me that the record, just the very simple record as to your confirmation hearings prior to going to NIE, your subsequent action, a letter at NIE, clearly draw into question your commitments now to NEH, don't you think?

Mr. CURRAN. Well, I still believe totally in what I stated to you at the time of that hearing. And yes, I can understand the question, and why you are bringing it into question. But it was done at a time when I felt that I was responding to a need that the President was looking for. And also, I think at the time, I was frustrated by the fact that so much of our dollars were set aside for 17 labs and centers, and 94 percent of our budget was already earmarked at that time.

It was my desire to open up the research to competition.

Senator WEICKER. Of course, you were the Director. You had a chance to go ahead and change the direction of the agency if indeed there were aspects of it that you did not like. You were not an underling; you were the fellow who was running it.

Mr. CURRAN. Yes, sir. And I have said many times that the way I chose to go about it was certainly a stupid move on my part, and one learns in Government that in order to make change, one has to work through the system. I have learned that.

Senator WEICKER. Paragraph 4 still is of deep concern to me.

All government agencies are subject to political pressures, but the pressure on NIE seems to work overwhelmingly in only one direction: toward the left. Under President Carter, NIE produced and marketed a television series explicitly designed to change children's values about traditional sex roles. NIE's studies on desegregation historically have been heavily tilted toward the pro-busing and pro-reverse discrimination camp, both in the choice of scholars to subsidize and the conclusions those scholars have reached. Even some nine months after your inauguration, the agency hosted a seminar on tuition tax credits in which the overwhelming majority of the invited lecturers were antitax credit. I have taken only some of the steps needed to restore balance, but I have already been publicly accused of trying to turn the agency into a conservative propaganda mill. My successor, if there is one, will know from the day he arrives that the easiest way to pacify the Washington-based interest group is to encourage or at least tolerate the ideological agenda which flourished under President Carter. In the long run, the public interest will be better served if the Federal Government simply drops NIE's mission and concentrates on the neutral collection of factual and statistical data on education. The interest groups would lose, but the values of pluralism, democracy and freedom would all gain.

If you would care to discuss any of these issues at greater length, I would be honored to do so.

Edward Curran.

Let me ask you one thing. I do not belong, certainly, to the party of President Carter, and as I recall, I supported President Reagan in his run against President Carter. But these two things are juxtaposed, about "All government agencies are subject to political pressures, but the pressure on NIE seems to work overwhelmingly in only one direction: toward the left." And then to reinforce that, "Under President Carter," et cetera.

Is President Carter, in your mind, "the left?"

Mr. CURRAN. No; and I think I felt at that time that the staff tended toward the left, that it was not being objective. And what I was calling for, if you are going to have a seminar—and these were things that were planned by the staff—if you are going to have a seminar, let us be objective, let us have all sides here.

I have worked for 12 years in a women's institution. I have no problem trying to help young women realize that they have potential and opportunity that women never had before, and I have no problem with a television series showing how boys and girls can aspire to different roles than perhaps we were able to when we were young. My problem was that we were spending valuable research dollars, and it did not seem appropriate.

Senator WEICKER. Well, I would suppose—you are a man of intelligence, and a man who is well aware of the overall scientific process, and I suppose in any sort of research, depending on one's point of view, you can categorize it left or you can categorize it right; the only thing that bothers me, really, is that implicit in any characterization is the fact that the other point of view is not going to be heard. I think that would be the greatest shortcoming of all.

Mr. CURRAN. And that, Senator, was my concern, that another point of view was not being—but I am guilty of overusing the terms—

Senator PELL. Excuse me. I am having a little trouble hearing. Could you talk a little bit louder, please?

Thank you.

Senator WEICKER. In an article in the Chronicle of Higher Education of June 23, 1982, it says, "Bell Fires Controversial NIE Chief for Urging Agency's Abolition".

Edward A. Curran, the controversial Director of the National Institute of Education, has been forced to resign after holding the office for less than 9 months.

Administration sources said his resignation had been requested by Education Secretary Terrel Bell because Mr. Curran had written to the White House recommending the abolition of his agency, the education-research arm of the Department of Education.

Is that true, that your resignation had been requested by Secretary Bell?

Mr. CURRAN. I do not know that for sure, because I was told about it by someone in Presidential personnel. But before resigning, I had an hour meeting with Secretary Bell, at my request, where I expressed to him my desire to continue. We had a very good conversation on that topic, and he just did not see how someone could run an agency that he wanted to abolish and would really prefer that I step down. And I went home and thought it over and stepped down.

Senator WEICKER. Now, of course, this is the Secretary of Education who is appointed to that position by President Reagan; is that not correct. It is also the Secretary of Education who, if I am not mistaken, Larry Uzzell, and you worked against for his removal, if I am not mistaken; is that correct?

Mr. CURRAN. That is a topic of the letter that I have referred to as being a letter in poor taste and poor judgment.

Senator WEICKER. Well, again, I think the record speaks for itself. There is no point in my editorializing. I do not so much worry, incidentally, about the lack of credentials in this particular

instance. I think you obviously have certain credentials which qualify you for the position. Whether they be the exact set of credentials that other people would prefer, I do not think really is at issue. I think what is at issue here so far as the committee is concerned is the testimony before this very committee, at a previous confirmation hearing for another position that clearly, that testimony was at odds with subsequent events as they related to you. And now, here we are again, and you have made statements before the committee which give every indication of the pursuit of the objectives of NEH, but there is nothing to say that those cannot change once you get in there, and God knows, maybe you will find some more members of the left, wandering around there, and feel that the best way to handle the situation is to abolish the agency, using that as the excuse.

I am very troubled by this nomination for that reason. And I think the record should be clear that I came at your first nomination enthusiastically, wanting to support you, feeling that your words were of such a nature—I even praised you, as I recall—your words were considerably different than that emanating from the administration as regards your viewpoint on public education. And then we have this record for us to review now.

Mr. CURRAN. Senator, if I may say, these same concerns were raised 3 years ago at my confirmation hearing to be Deputy Director of the Peace Corps, and I have learned a lot in the last 4 years, and I assured that committee, as I assure this committee, that I will fulfill my role responsibly. And I was asked again and again and again if I had plans to abolish the Peace Corps, and I assured the committee then that I did not, and I have not made such a recommendation. I will not make such a recommendation about the National Endowment for the Humanities.

Senator WEICKER. Of, course, there are ways of making such a recommendation without that being the only way to abolish the agency. There are a lot of ways you can go ahead and abolish an agency. I can assure you, I have seen just about every different method used under this administration of agencies they do not like. There is not much new that is going to surprise me in that regard.

Now, fortunately for you, should you become confirmed, I do not have appropriations control over NEH; otherwise, I feel I could still have a handle on this thing and watch it. This is my only shot at the process here, and that is the reason I want to be very careful as to what my final decisions are.

I have no further questions, Mr. Chairman.

The CHAIRMAN. Thank you, Senator Weicker.

I would like to ask just one further question before we turn to Senator Pell. It is a somewhat repetitive question. But I hope it will sum up much of the previous testimony. I would like an unequivocal answer to my question.

Some have been concerned about the possibility of the politicization of NEH. Would you permit the politicization of NEH in any way?

Mr. CURRAN. Absolutely not, Senator.

Senator WEICKER. Mr. Chairman, may I—before Senator Pell—just one brief point, which I meant to ask as a last question.

The CHAIRMAN. Go ahead, please, Senator.

Senator WEICKER. Mr. Curran, do you support the reauthorization legislation for the National Endowment for the Humanities, S.1264, which is currently before the Senate?

Mr. CURRAN. I have not read the reauthorization legislation. I have been filled in by staff, by the acting chairman and the legislative affairs person, and as far as I know, it is basically the same, and so I can say yes, but I have not read the reauthorizing language.

Senator WEICKER. Thank you very much, Mr. Chairman.

The CHAIRMAN. Thank you.

Senator Pell.

Senator PELL. Thank you very much, Mr. Chairman.

I am delighted that you would not engage in the politicization of NEH, but in view of the fact that you see things as you do in this letter, from the left and from the right, I would hope that you would not try to have pressures in either one of those two directions exerted in the NEH.

How do you account for the fact that you say, on the one hand, that you do not want to see politicization, and on the other hand, one of your objections to the NIE was that it was going to the left? To my mind, that is a statement of politicization.

Mr. CURRAN. I think that there is a considerable amount of difference between what the NIE was then and the NEH what was then and is now. And the very fact that the Education Department is right now studying and restructuring NIE is an indication that Secretary Bennett and Assistant Secretary Finn have recognized this.

NEH, largely due to your work and to others who created the endowment, has integrity. It has integrity in its peer review system; it has integrity in its staff. And I would insist that that be maintained.

Senator PELL. Well, I would be very glad of that.

Now, in connection with your departure from NIE—and I think there is nothing wrong with being fired; we have all been fired at one time or another—but when you were fired from there and moved to the Peace Corps, can you describe to us your duties at the Peace Corps?

Mr. CURRAN. At the Peace Corps, I am the Deputy Director. And by statute, there is very little description of the actual duties. I do all I can to help make sure that our program is successful. When the Director is away, then I function as acting Director, with all the responsibilities that that entails.

Senator PELL. Has this been the case for the last 6 months?

Mr. CURRAN. Yes, sir.

Senator PELL. Have you been functioning as acting Director when the Director is away?

Mr. CURRAN. Yes, sir.

Senator PELL. And you are on the payroll of the Peace Corps now, are you not?

Mr. CURRAN. Yes, sir.

Senator PELL. Do you go in regularly each day to the Peace Corps, these days?

Mr. CURRAN. Yes, sir. I am usually one of the very first ones in every day, and leave fairly late.

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Senator PELL. So you were in the Peace Corps office, for example, yesterday?

Mr. CURRAN. Yesterday, I was in the Peace Corps office until 12 o'clock, when I left to go to Leesburg, to pick up my aunt, Mary Darling, to come to this hearing, Senator.

Senator PELL. Great. And what would you give as examples of the work you have done to develop and improve the Peace Corps?

Mr. CURRAN. My work primarily has been management support. One of the things that I was responsible for—this will seem minor—was the placement of computers in all of our overseas posts, so that we could have a better, more systematic knowledge of where our volunteers are; a better budget program.

I am in charge and was the first chairman of the internal controls committee, to oversee and audit all of our activities that have to do with fraud or waste or abuse.

Senator PELL. When we first set up the Peace Corps, one of the things I liked about it was that they could not have typewriters; they had to do everything by hand, which reduced the paperwork substantially—

Mr. CURRAN. And now we have computers, and I share your—

Senator PELL. And the eye strain, probably, too. But in any case, what is the custom now on Peace Corps posts abroad? Do they report by typewriter, or do they report by hand?

Mr. CURRAN. They report by cable pretty much, and they come in typed from the country director. They prepare a country management plan and budget, which is submitted to the regional directors. I think you will find, if you visit posts, that basically, the program is the same. There are individual volunteers, men and women, young and old—the median age, incidentally, has increased to where it is now 28 or 29 years old—but the volunteer in the field is still at the heart of the Peace Corps.

Senator PELL. Well, returning to your views on the NEH, how familiar do you believe the Chairman should be with the research standards and scholarly methodology, and new developments in humanities disciplines?

Mr. CURRAN. Well, as I said earlier, the Chairman has to rely on the assistance of very capable staff people and the peer review process and outside reviewers. I think it is the obligation and the duty of the Chairman to make sure that every proposal has as its central focus, the humanities.

Senator PELL. How many of the senior staff people there will be scholars and how many not; what would be the ratio? Nine-to-one, or ten-to-nothing, or five-to-five?

Mr. CURRAN. I think it depends a great deal on how you define "scholar," but from my talks with the senior staff—and I cannot give you a ratio, because I do not know the ratio of scholars to clerks and organizers, but it should be a high ratio. I have some statistics in terms of the number of Ph.D's, that were prepared for me, and slightly less than half of the GS-11 and above, which would be your higher positions, slightly less than half hold a Ph.D.

Senator PELL. Slightly less than half of the GS-11 and above.

Mr. CURRAN. From grade 11 on up, 54 of 126 hold a Ph.D.

Senator PELL. Of the division directors, wouldn't most of them hold a Ph.D.?

Mr. CURRAN. Probably. I am not sure. I have no problem working with Ph.D's. I have supervised Ph.D's as a headmaster and as Director of the National Institute of Education.

Senator PELL. But would you find it at all awkward to be less academically qualified than the people you supervise?

Mr. CURRAN. I remember your saying at Bill Bennett's hearing that not all knowledge is restricted to the Ph.D. And, no, I would not feel awkward at all, Senator. In fact, at cathedral school, I started a sabbatical program in order to help our staff, our faculty, some of them, to get their Ph.D., and to go on and do research—we had teachers doing American history research at the Library of Congress; we had language research in foreign countries. Teachers were able to take a year or half-year, a year with halfpay or a half-year with full-pay, in order to advance themselves in their field.

Senator PELL. You are correct, I have always believed that some of the funds of the NEH should go into the spreading of the humanities not at the Ph.D. level or the postdoctoral level.

What experience have you had working with research libraries and other scholarly groups?

Mr. CURRAN. In a professional capacity, I have not worked with research libraries. I am obviously familiar with research libraries. I consider the New York Public Library one of our best research libraries, with access to all of our citizens.

When I was an undergraduate, I worked as a bursary student in the French department, and worked with Henri Pere, and other professors, as they worked on their research projects. But professionally, I have not had that experience.

Senator PELL. Do you advocate any policy changes in the funding for the different divisions of NEH?

Mr. CURRAN. No, Senator. As I said in my opening statement, I feel that they are roughly the same now, and I think the structure should stay that way.

Senator PELL. Have you any particular views about the fellowship program?

Mr. CURRAN. I do not have particular views other than I think it is an excellent program. You know, I was a person who had the benefit, when I was an undergraduate, of having not graduate students teach me, but having Maynard Mack himself teach Shakespeare, and Bernard Knox himself teach Greek drama, and Donaldson teach Chaucer, and Davis Harding teach Milton, and Skelton and Spenser.

But the fellowships enable those colleges and universities to give the opportunity for their faculty members to advance scholarship, to make progress in scholarship. And I think it is an excellent program.

Senator PELL. What is your own view with regard to the division known as the general programs—I think it was formerly known as the public programs, which is the name I prefer—but do you have any view to that?

Mr. CURRAN. It was, I think, called Public Programs, and has just recently been changed to General Programs. I am familiar with some of the works they have done—the series, "Heritage: Civilization and the Jews"; "Castle"; the young children's program on Booker T. Washington. I think this is another way to be able to

translate the culture, the traditions of civilization, the heritage of mankind to the general public. I think we should do work in that area, and do good work in that area.

Senator PELL. And what influence do you think that the Chairman of the endowment in Washington should have over the decisions made by the State humanities councils?

Mr. CURRAN. Before I came to this hearing, someone urged me to be very careful—I think that the Endowment should work closely with the State programs in terms of giving them as much support as they possibly can.

Senator PELL. Well, if they fund a program that you feel objectionable, coming from the left or coming from the right, or for some other reason—

Mr. CURRAN. You know, when I was at Cathedral School, when I first came to Washington, I was given a report that I was considered the radical leftist on the campus, and the next week, the ultraconservative. And I will have to live with my use of those terms, and I do.

But as I understand it, the decisions at the State level are made by the State councils. I did see one State proposal, and I would not be an expert on it, but it had to do with the influence of the sauna bath on Finnish immigrants to this country, and it was funded.

Now, I have not quite worked out how that is central to the humanities, but I think the States try to exercise good judgment and are pretty much autonomous in that sense.

It does not mean I would not talk to them and try to see what they were doing. I had a good discussion with Mrs. Berlincourt who, as you know, is in charge of the division of State programs.

Senator PELL. One of the weaknesses of the State councils, in my view, is that they are really a coopting body, where they select from their own ranks, rather than having it emerge through the political process. I know we discussed this in our meeting, and it has been a certain bone of contention with the Humanities Endowment since it started, in a way, because as I have said before, the original support for the Endowment in the Arts and the Humanities came from the humanities community; and the arts had no constituency. We came in—not we, but the arts came in—piggyback on the humanities. As a result of that, we were not able to write the enabling language for the humanities as we would have liked, Senator Javits, myself, and some others.

For that reason, we were not able to incorporate the same State council relationship where it came through the process of local government, State government.

The result, I think, has been that in the last few years, you can travel around the country in Nebraska or Vermont or wherever you like, and you can ask the average high school teacher or reasonably educated person, "Who is the head of the Arts Council?" and they will know. You can say, "Who is the head of the Humanities Council or Committee?" and they do not know.

So one of the jobs of the chairman, as I see it, is to give a greater visibility to the humanities councils and also to give—I would hope we could move further down the path to the Governors' appointees, going from—they start out with two, I think—to four—now it is six. And I would hope it would move up, before we are through, to

100 percent. I realize this will be a point of argument for a good many more years, but I just wanted to put on the record of this hearing my own view in that regard.

I would be interested in your thoughts as to what the formal relationship should be between the State humanities councils and the State governments.

Mr. CURRAN. I do know, Senator, that each year the Endowment writes to each Governor to see if they would entertain this concept, and to date, no State government has taken us on.

Senator PELL. That is right. It requires a financial commitment which they are reluctant to make.

Mr. CURRAN. And I was about to say, I think it has a great deal to do with State budgets and concerns.

I would be perfectly willing, if you would be willing, to explore this with you and see what we can do in the future. I am going to have a meeting, if confirmed, with Frank Hodsell, and perhaps I can talk with him in terms of how it works in the arts.

Senator PELL. What is your view of the requirement in the law that a minimum of one-fifth, or 20 percent, of the NEH funds be distributed to the humanities councils or committees? Do you think that is correct, or do you think it should be more or it should be less?

Mr. CURRAN. I think that is very fair, because it tends to be an amount roughly equal to the amount that is allocated to each of the other divisions.

Senator PELL. Mr. Chairman, I really feel I should defer to my colleagues.

Senator DODD. No, please, take your time. Go ahead.

Senator PELL. Thank you. I have three-quarters of an hour or so.

Senator DODD. Go ahead.

The CHAIRMAN. I was trying to keep to the 10-minute rule. But this is an important hearing, so please continue.

Senator PELL. Thank you.

What role do you see, Mr. Curran, for promoting the humanities perspectives in contemporary public policy issues, such as the ethical dimensions of social issues. We have these questions of right-to-die, and abortion, and all of these disagreeable subjects. How do you see the Endowment exercising any influence in these fields, or should it stand apart?

Mr. CURRAN. I think where these issues deal with the basic questions that are central to the humanities, then the Endowment should inspire discussions of what is moral, what is right. I think the Endowment can play a part, as long as the process and the content are humanities-related.

Senator PELL. There has been quite a lot of controversy about the nominees or the individuals who have been nominated to serve on the National Council on the Humanities, and it is also controversial, at times, serving on the arts, too. I know that I have not been overly excited by the stature and the distinction of some of the recent appointees. I realize this is a White House prerogative, but by the same token, the recommendations are usually made in great part by the Chairman of the Endowment for the Humanities.

How would you go about seeking out and recommending individuals of the highest caliber? I know there are an awful lot of very

good Republicans who could be found of a much higher caliber than some of those who get appointed, and I was wondering how you would handle that.

Mr. CURRAN. I think I would handle it by discussions with people in the higher education community, for suggestions from any number of sources. I think the Council should be representative of America as a whole, and I would hope that it would have people who were not necessarily university or college associated, but who had a genuine interest in and knowledge of the humanities.

Senator PELL. But when you say "representative of America as a whole," I would agree with you. But on the other hand, I recall the words of a colleague of mine, who once said that "There should be room for the mediocre on the Supreme Court." And by the same token, some of the appointees may be representative of America as a whole, but still mediocre. How do you avoid that? Most of us are mediocre.

Mr. CURRAN. I would hope that they would not be appointed, and I would work hard to make sure that they were not. I know that it is a Presidential appointment, and I am not totally familiar with the process now because I have been away from that for quite some time, but I would hope that I would be able to help avoid that situation.

Senator PELL. I think it needs to be done, and we carry the responsibility, because each of these nominees are liable to confirmation by the Senate and this committee. In that regard, we probably have been a bit derelict in not taking the time to examine each one separately as we should have, but there has been an awful lot of pressure in this committee, as the chairman knows, and I am not sure he would welcome hearings on each one of these nominees.

But in any case, I am glad to hear that you would do your best to raise the level or the caliber of the nominees.

Now, how would you deal with a senior staff member who brought internal agency criticism directly to the National Council on the Humanities, or to the Congress, or to the White House, without consulting you first—in other words, doing just what you did at NIE?

Mr. CURRAN. I guess I would be very understanding—but would sit down and try to tell him where maybe he used poor judgment and hope that he would gain at least vicariously from my own experience in handling a situation that way.

But I would hope I would have the kind of atmosphere where that would not seem necessary, but if it did, I would hope I could deal with it.

Senator PELL. Then, there is another problem that one faces here, that when it comes to speaking out, I have often thought institutions of higher education are very pusillanimous—in other words, cowardly—because I remember in an argument some years ago with one of your predecessors, the question came up of the institutions speaking to us privately, saying, "This appointment should not be reappointed." And when it came to going on the public record, they all retreated because they depended on the Endowment for their revenue, for their grants. And I have noticed that, in spite of all the talk of scholarly freedom, there are relatively few institutions of higher education or higher learning who have

the gumption, if they see fault with the source of the cornucopia from which they benefit, to speak out against it. And it really kind of startled me at that time.

I understand we have some witnesses who do have that gumption, and I congratulate them today. But I am also disturbed to hear that on occasion, the NEH grants are being withheld from individuals or groups who may have spoken out against something to do with the Endowment.

I was wondering what your views were with regard to that, and how you would avoid retribution?

Mr. CURRAN. By being fair. As you say, I think it takes, in your word, gumption; I think it is gumption and it is principle. And if someone feels strongly, then he or she should speak out—without fear of retribution.

Senator PELL. I think the way to test this out would be to have a guideline of what the grants have been to that particular segment of the community, or the particular institution, and then see if that has been held reasonably level through the years, or seems to have immediately dropped after a whistle-blowing episode. And that is, I guess, our responsibility, to try to follow, and I will ask my staff to follow up in that regard.

Your appointment is a difficult one, because you obviously are a very decent and intelligent individual whose work in the educational community—I just feel that through no fault of your own—are being put in the wrong job. There are many other jobs that you could do very, very well indeed, I think.

As far as the public reaction goes, our chairman put in the record a letter from, I think he was from Brown University not the University of Rhode Island, and actually he was chairman of scholars for Reagan/Bush and one of the few people who had been appointed to both houses, so we have quite a distinguished individual there.

I also received letters, about 40, from all segments of the academic community, not any one segment, expressing concern about this nomination, and at the same time no great enthusiasm about testifying because, in spite of the assurances of the potential chairman, they are worried about retribution. But I think you are aware of the fact that if you are confirmed by the Congress, by the Senate, you have a very tough row to hoe, because you have got a lot of doubts that have been expressed publicly and privately that you would have to overcome.

Whether you will be confirmed or not, I simply do not know, but I do say these words in no criticism of your character or you as an individual, it is just that in my mind the wrong job.

Thank you very much, Mr. Chairman.

The CHAIRMAN. Thank you, Senator Pell.

We will turn to you, Senator Dodd.

Senator DODD. Thank you very much, Mr. Chairman, I appreciate your giving me a little more time I had asked for—for some budget meeting, a press conference—and I apologize for any delay.

Of course, you are the witness, and, Mr. Curran, let me once again, I guess, state what I am sort of focusing on. While I may have my own views on how these various agencies run, I suppose we all do, I am not here at this juncture, anyway, to argue with

you on a substantive basis. There may be reason for that, but that is really not my concern.

My concern is based on the fact that over the last few years we have had people come before various committees here during confirmation hearings and express their views regarding the very agencies they would administer, leaving at least many members of the Senate with the impression that while they may differ over structure in various programs and how much budgeting ought to be and so forth, they have been less than sanguine about whether or not what they would actually do. And I realize what I am doing here, I am raising a credibility question with you, but that is part of our job here. And I do not do it with any obvious personal quotas in mind at all, but merely to try, as I said at the outset of my remarks, to determine based on past history what is likely to occur in the present job and it has not been predicted exactly what will occur.

You expressed—and correct me if I am wrong, I was out of the room. I was thinking about some of the remarks that you had made in response to my question—that in fact in September of 1982 when you were before this committee for confirmation to NIE, you were of a mind the Department of Education should be abolished. Did I misinterpret your remark?

Mr. CURRAN. No. I said that that was the administration stand that they had put into their platform, the Republican platform, that the Department of Education should be abolished.

Senator DODD. Well, what was your own view?

Mr. CURRAN. My own view was that I felt that the major role for a Department of Education should be at the local and State level. The emphasis should be at the local and State level. As far as abolishing the department, I have not committed myself on that topic. I supported the administration's stand as did the Secretary.

Senator DODD. Well, the reason I ask, because it does get into the question of impression. Since Senator Randolph, as I mentioned earlier, asked you about your plans for NIE in a very direct question. Should an attempt be made to abolish the Department of Education? That was a very direct question to you, and your response was, "Regardless of the department's structure, few dispute the appropriateness of the Federal leadership role in education, research, development. I have called it a paradigm of appropriate Federal involvement in education." And you went on to say, I believe, that the National Institute of Education continued to play an important part of fulfilling that role.

Now, I suppose if I went back here and parsed that sentence in terms of one's meanings, knowing now how you feel about it, I could say it was pretty clever in the sense you did not come flat out and say, "I am opposed to it" or "I am for it." But in light of the question, the direct question, I am concerned about why people who believe certain things, if you believe them strongly enough, cannot sit at that table and say, "Look, I think you ought to get rid of that department. That was in the Republican platform, I am a Republican nominee or appointee, I believe it. Let us get rid of it."

Why did you not say that?

Mr. CURRAN. Because at that time, if you remember, Secretary Bell was in the process of evaluating the situation. He was in the

process of coming up with a document which would ultimately propose a foundation which would encompass various functions of which research would still be a part.

It is like so many questions; it was not that easy to say. There are certain functions, research, statistic gathering, that seemed to me at the time, and do now, appropriate to the Federal role in education.

Senator DODD. Do you understand my point?

Mr. CURRAN. But even the administration, if you think about it, Senator, has reversed itself on that particular—

Senator DODD. Well, I know that, but in September of 1982 that was not the position. They were still of the mind to get rid of the agency—

Mr. CURRAN. That is right. That is my point. But today they have reversed themselves. The agency stays.

Senator DODD. But you were being asked your personal views on the thing, and—

Mr. CURRAN. And my personal view then was that research is a paradigm of the proper Federal role, and that is my view today. I know that that is being looked at very carefully right now by Secretary Bennett and by Assistant Secretary of Educational Research and Improvement, Chester Finn.

Senator DODD. Let me, if I can—I tried to pin down earlier at some point, when you arrived at your own conclusion that the NIE should be done away with. Did you express at any point your views to Secretary Bell about the fact that you thought the NIE should be abolished?

Mr. CURRAN. At one point I told him I was not certain because of the way it was then structured that it was really doing what it should do. For example, I was concerned, as was he—I had several meetings with general counsel and with Secretary Bell—about the fact that over half of our budget was restricted to the use of 17 labs and centers when there are many, many other institutions of higher learning and centers for research that could carry on that work if it were competed. So he and I talked about this at some length.

Senator DODD. Yes, but as far as the statement to him, "I think NIE ought to be abolished," at least the structuring kind of question, was he aware of your very definitive view that you expressed to the President on May 26?

Mr. CURRAN. I gave him a copy of my letter.

Senator DODD. At the time you sent it to the President?

Mr. CURRAN. That is correct.

Senator DODD. But prior to that time, he was not aware—

Mr. CURRAN. I am not sure. I just do not know. No, I do not think he was.

Senator DODD. You do not recall any—

Mr. CURRAN. I know I had talked to him about my concerns and that I was not quite, as I mentioned, I believe in the letter, that OMB had suggested in December of 1982, I guess—

Senator DODD. 1981.

Mr. CURRAN. OK, in December 1981, that NIE should be zeroed out, and at that time I said to Secretary Bell, I was not sure but that was not something we should consider.

Senator DODD. You have anticipated my next question, because that in fact is true that OMB made the recommendation in December of 1981 that NIE be abolished.

Obviously you were aware of that recommendation?

Mr. CURRAN. Yes, sir.

Senator DODD. What was your reaction?

Mr. CURRAN. I just told you that I had said to Secretary Bell this is something that we probably should think very much about, particularly as I was going to learn about NIE and how so much of the funding was limited to these 17 institutions.

Senator DODD. You are aware, I presume, of an article that appeared in the Washington Times, and I will give it to you to look at, if you would like, June 14, 1982, when one of your former top assistants, Mr. Uzzell, in responding to the story of your departure from NIE, and I am quoting the article here and, Mr. Chairman, I would ask unanimous consent that it be made a part of the record.

The CHAIRMAN. Without objection.

[The article referred to follows:]

National

Curran's departure highlights infighting

By George Archibald
WASHINGTON TIMES STAFF

The growing rift between conservative and moderate Reagan administration appointees became more apparent last week with Education Secretary Terrell H. Bell's abrupt dismissal of Edward A. Curran, a respected conservative, as director of the National Institute of Education.

Curran, appointed by President Reagan to head NIE last August, had sent the president a letter just before Memorial Day urging him to abolish the 10-year-old agency, established to put the results of educational research and experimentation into practice.

The former headmaster of National Cathedral School was close to Reagan during the presidential campaign, serving as director of efforts to solicit support of professionals for the Reagan-Bush ticket. He was later a member of one Reagan transition team at the Department of Education and later a close aide director of White House personnel in dealing with the resignation of NIE's first director.

In essence, the letter said NIE is unnecessary, wastes money and is ideologically tilted to the left," said Lawrence Uzzell, Curran's closest assistant, who resigned in protest after Bell forced Curran to resign because he wrote to the president.

Curran has remained unavailable for comment since his ouster. Bell refused to comment, except to say, "Mr. Curran was not fired, he has resigned.... I know there will be

an enormous amount of criticism on this." Another department official said, "The party line is that he resigned."

Uzzell said Curran sent the letter in response to Reagan's televised speech several weeks earlier, in which the president appealed for suggestions on ways to eliminate waste throughout the government.

However, according to White House sources, the letter never reached Reagan, because it was "intercepted" by Richard G. Darman, the president's staff secretary, and sent to Bell for comment.

Darman previously had worked for Elliott Richardson, secretary of health, education and welfare during the Nixon administration, whose proposal led to creation of NIE by Congress in 1972. Darman did not return telephone calls to discuss his role in the Curran matter.

Uzzell said Curran had provided Bell a copy of his letter to Reagan on June 1. "He shouldn't have been surprised over Ed's position, since Ed had been on record for abolishing NIE since last December, when the Office of Management and Budget proposed eliminating it from the 1983 budget."

Bell had opposed OMB's position and won, despite support for abolishing NIE from Martin Anderson, then Reagan's chief domestic policy adviser. White House counselor Edwin Meese had stepped in on Bell's side, sources recalled.

Uzzell said Bell and Curran had discussed the letter by telephone and in person several

times last week, before the secretary told Curran Wednesday, "I have decided to terminate you."

"The secretary kept saying, 'Ed, I can't understand how you can head an agency you think shouldn't exist,' and Ed replied, 'Mr. Secretary, people must ask you that question daily,'" Uzzell said.

Administration conservatives are bitter over the dismissal, although, as one observer reluctantly noted, "Curran's letter to Reagan gave the secretary a legitimate argument for ousting a true Reaganite on the outs politically and personally with Bell's in-crowd."

"Bell argued with the White House that the letter was willful, conscious insubordination, and they had to go along because they had put a lot of store in administration people being good team players," said one top department official.

However, critics accused Bell of a "double standard" in the abrupt firing of Curran. "The White House told him to get rid of Kent Hance (former deputy undersecretary for management) long before he finally went, and Bell let Bill Clohan (former undersecretary) stay on four months after he got word from the White House that he had to go," an official reported. Both were moderates who had opposed Reagan policies.

A White House source said Bell was told several months ago to dismiss John Rodriguez, deputy undersecretary for intergovernmental and interagency affairs, because he and his

staff had tried to undermine the block grant program and oppose Reagan's New Federalism proposals. "Rodriguez is still around, and Bell is letting him stay on as long as he can because Rodriguez is more in tune with his own thinking," said one insider.

"Another opponent of Reagan policies whom Bell has protected is Jesse Sobriano, head of the department's bilingual education program," charged a department source. Sobriano told members of the National Association for Bilingual Education in Detroit last April that he personally disagrees with administration policies. He urged the educators "to intervene in the legislative process" by contacting congressmen to oppose spending reductions for bilingual programs.

Curran's dismissal has again fueled criticism from conservatives that Bell is not really committed to Reagan's objective of eliminating the Education Department. "Of the people who ran programs, as opposed to those who provide staff support for the secretary, only Ed Curran was actively trying to abolish his program, not repackaging it," said Uzzell.

Bell's proposal to reorganize federal education programs, including NIE, in a subcommittee Foundation for Education Assistance has been repudiated by key members of Congress, both liberal and conservatives. The administration has dropped the idea of sending Congress any legislation this year, said a department spokesman Friday.

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Senator DODD. It says, "Uzzell said Curran had provided Bell a copy of his letter to Reagan on June 1," which would have been 5 days after the letter was sent. So the letter presented to Mr. Bell, he did not actually see it before.

Mr. CURRAN. That may be. I am not sure. I gave it to him after a staff meeting when I was able to see him.

Senator DODD. But the letter was already at the President's desk.

Mr. CURRAN. Well, the President was in California, as I remember, so I am not sure the President had seen the letter.

Senator DODD. But it was——

Mr. CURRAN. But the letter had been sent through the mail, yes, sir.

Senator DODD. Right. So you let him know after it.

And I quote, he quotes here, this is Uzzell speaking. He said, "He should not have been surprised over Ed's position since Ed had been on record for abolishing NIE since last December when the Office of Management and Budget proposed eliminating it from the 1983 budget."

Do you argue with that statement?

Mr. CURRAN. I do not think that I was on record with that statement, but I do know, as I said to you before you mentioned this, that I had told Secretary Bell that I was not sure that we should not give this some thought.

Senator DODD. My point is this: You were confirmed on October 6, 1981. In December 1981, some 8 weeks later, you make a recommendation, or at least suggesting——

Mr. CURRAN. No, I did not make a recommendation nor a suggestion, and I think Secretary Bell would confirm this. I said this is something that I am not very sure of and that we perhaps should give it some thought.

I cannot let someone else attribute those words that appear in the newspaper as my words, because they simply were not.

Senator DODD. Well, were you aware of Mr. Uzzell's views on NIE?

Mr. CURRAN. I became more and more aware of Mr. Uzzell's views, yes.

Senator DODD. Well, I do not mean in May or June 1982, but he is on record as saying that as part of the transition team he was recommending the abolition of NIE. Were you aware of that at the time?

Mr. CURRAN. No, sir; I was not aware of that at the time. And on the transition team, I worked primarily on the private secondary school concern.

Senator DODD. You hired Mr. Uzzell; he was your appointee.

Mr. CURRAN. I hired Mr. Uzzell.

Senator DODD. Did you question him at all? Were you aware at all when you hired him what his views were on it? Being a top assistant now, and he is someone that you are going to work with and you want to have people on board, I presume, if you are anything like I do, that basically agree with you on it.

You have got a guy who is advocating the abolition of the very agency you are hiring him as top assistant. Did you know that?

Mr. CURRAN. I wrestled with that a great deal. I did, I knew that he favored abolishing it, but I did not let that prejudice, if you will, or bother me.

Senator DODD. You were not aware of that when you hired him.

Mr. CURRAN. I said I was aware of that.

Senator DODD. You were aware of it. You were aware that he was for abolition—

Mr. CURRAN. That he had expressed strong feelings in that direction.

Senator DODD. What was your—

Mr. CURRAN. He did not come on board to abolish the institute, however.

Senator DODD. You did know—

Mr. CURRAN. I mean, as far as I was concerned. He may well have as far as—

Senator DODD. This would be your third appointment since the fall of 1981 in 4 years, and over the departure of NIE and the circumstances there, how would you describe your relationship with the people you worked with at the Peace Corps?

Mr. CURRAN. I am very proud of my association with the Peace Corps. There have been some, what I would call, perhaps, personality conflicts, for lack of a better word, with the Director. But I work with the Director; I attend executive staff meetings. As I explained when I guess you were out of the room, I assume the role of Acting Director when the Director is out of the country or out of Washington, which is quite frequently.

I do not have to say to you, Senator, a former Peace Corps volunteer who knows better than I can describe, what it means to visit the site and see a volunteer who is bringing hope and in many cases life to a villager. And I have always had a strong feeling for the Peace Corps. I have hired RPCV's. Return Peace Corps Volunteers. Of three of my former students that I can think of right now, one is in Morocco, one is in Benin, and one recently left Ecuador. We are preparing even today for the 25th anniversary, which will be kicked off with Sergeant Shriver and Director Ruppe and the Vice President at Michigan this next week.

Senator DODD. Wisconsin.

Mr. CURRAN. Michigan. I have a good relationship with the staff of the Peace Corps, and I am proud to be a part of the Peace Corps.

Senator DODD. Well, I appreciate that, but you have described it yourself, there has been somewhat of a testy relationship.

Mr. CURRAN. I think I am fulfilling my role. If you are asking me, "Do you and the Director see each other socially?" We do not. We do—

Senator DODD. I am sorry?

Mr. CURRAN. If you are asking me do you and the Director see each other socially, we do not see each other socially.

Senator DODD. No, I was not referring to that.

Mr. CURRAN. OK.

Senator DODD. I was referring to your professional relationship there at the agency.

Mr. CURRAN. Professionally, I would say it is fine.

Senator DODD. Well, Mr. Chairman, I'm grateful. And as I say, my concerns you get the drift of, I guess. I'm questioning here, and

that is that I have always felt in these matters the President deserves to have his people in terms of their views on things. I may feel as though those views are so far afield of my own that I cannot support a nominee, but I do not find him very descriptive of this at all.

In fact, over the last 4 or 5 years, I think, I looked recently in my support record for nominations, this administration runs around 98 percent, in fact, I heard it in your case, so it is not a question of being antagonistic, but I do get very concerned about the credibility question here, that I have to rely on past history, and whether or not a person I consider coming clean here. I have great respect, and you may disagree with me 180 degrees, to look me right in the eye and just say, "Listen, I think you ought to get rid of it. Now, you can vote for me or not, Senator, but that is my view."

And the person who comes up and kind of dances around me a little bit, and I find out 8 weeks later I got a different view, or 10 weeks later or 12, I do not know what you are going to do. I am not sure what you do on the basis of the past relationship there. And it troubles me dearly, much more so than the question of whether or not you believe there ought to be more private involvement or more local or State involvement or not. We can argue philosophically about that role. I do not worry about that so much. It is just a question of whether or not you are coming clean here. Are you comfortable about your departure, as I expressed here earlier, from NIE, but I certainly did not feel as though that was overwhelming enough to discourage the earlier one to the Peace Corps.

But I am aware there have been some problems there at the Peace Corps as well, problems at NIE, problems at the Peace Corps. It is the pattern that makes me very uneasy, and I would be less than candid with you, as one member of this committee, I do not believe in trying to play games with you, either, about it, but I am very uneasy about that. That is the reason I pursue this question about when in fact you had your views on NIE.

Mr. CURRAN. I appreciate that.

Senator DODD. Because you are saying things here today about NEH which are terrific in many ways, but if I read your testimony about NIE in September of 1981, I would be hard pressed to say you were not really going to be a good advocate there, either. You may have had your views on how the structure ought to be different, but you would never have concluded from that testimony or that hearing record that 8 or 10 or 12 weeks later, whatever time it was, that you would be either implicitly or explicitly supporting the abolition of the very agency you have become head of. And I just am hard pressed to believe that a person as professional as you have been in the education field, you were not walking into an organization you were totally unaware of. You had some knowledge of its workings, you understood what it did, and we all go through metamorphoses at times but I do not believe we necessarily could that quickly.

That is my concern. I thank you for your patience. Mr. Chairman, the only request I might have, and I say might have, because I will not make it formally to you now, I would like to dwell on it a little bit, maybe discuss it a bit. But since Mr. Uzzell plays such a

pivotal role in all of this with letters that have gone out after Mr. Curran's departure, because they worked together on the transition team, because he was one of his assistants at NIE, there is some discrepancy over when this view occurred and the public testimony before this committee, I may want to make a request that Mr. Uzzell come before the committee. I would like to get some clarity. That disturbs me, that more than any other views on whether or not you are going to support 1 or more or 10 or 50 or 20 various programs in NIE. I would like to know more about the credibility question. Maybe Mr. Uzzell can satisfy my concerns. If that is the case, then I am not going to have too much difficulty with you in that regard. But if he does, I have got to tell you today that I would be a negative vote. I have not done that very often, but let me mull it over.

The CHAIRMAN. Mr. Curran, do you have anything else you wish to say?

Senator PELL. I have some written questions for the record here to save the committee time.

The CHAIRMAN. All right. We will ask Mr. Curran to answer those as soon as you can.

[Responses of Mr. Curran to questions submitted by Senator Pell follow:]

Senator Pell

School Curriculum

Question 1: Do you support former NEM Chairman William Bennett's suggestion that the literary curriculum of the schools should consist primarily of the classics of Western literature?

If your answer is yes, given the diversity of students in elementary and secondary schools today, isn't it appropriate to take a broader view of literature that responds to this diversity?

Answer:

I agree with Mr. Bennett that there are basic texts which form the foundation of our cultural heritage. Mr. Bennett and many other educators correctly observe that our nation grew out of and reflects the Western tradition. I think it is absolutely essential that our youth be given the opportunity to study and learn the principles of this great tradition.

It is my understanding that Mr. Bennett never said that only the classics should be taught. He and I are in agreement that there is room for diversity in the curriculum. Such diversity is, in fact, consistent with the true spirit of the humanities. But I am firmly convinced that education in the classics of Western civilization should take precedence over the teaching of other literature in our nation's elementary and secondary schools.

Summer Institutes and Seminars

Question 2: If you are confirmed as Chairman of NEM, do you intend to continue the summer institutes and seminars for college faculty and elementary and secondary school teachers?

Answer:

NEM-sponsored institutes and seminars have made important contributions to recent improvements in teaching and learning in elementary and secondary schools and in institutions of higher education. The Endowment's efforts in this area have been exemplary, and I certainly plan to continue them.

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Senator Pell

Humanities and Higher Education

Question 3: What are the humanities needs of higher education? How can the Endowment best respond to those needs?

Answer: In his incisive, and I think compelling, study To Reclaim A Legacy, William Bennett describes a pervasive decline in the quality of higher education in this country. He makes several recommendations, which I fully endorse. They are:

- The nation's colleges and universities must reshape their undergraduate curricula based on a clear vision of what constitutes an educated person, regardless of major, and on the study of history, philosophy, languages, and literature.
- College and university presidents must take responsibility for the educational needs of all students in their institutions by making plain what the institution stands for and what knowledge it regards as essential to a good education.
- Colleges and universities must reward excellent teaching in hiring, promotion, and tenure decisions.
- Faculties must put aside narrow departmentalism and instead work with administrators to shape a challenging curriculum with a core of common studies.
- Study of the humanities and Western civilization must take its place at the heart of the college curriculum.

Mr. Bennett's report was primarily directed toward the faculty and administrators of the nation's institutions of higher education. It is they, and not the federal government who must implement the recommendations of the report and address other problems in higher education.

The Endowment is working on the problems, however. For example, I understand that the Central Disciplines program in the agency's Education Division supports the efforts of colleges and universities to:

- restore the humanities to a central place in undergraduate education;
- reward excellent teaching in making promotion and tenure decisions;

- require that students study original texts, and
- insist upon high standards of achievement.

The Exemplary Projects and Summer Seminars programs, through Faculty Institutes and seminars:

- assist efforts to strengthen the knowledge and thus the teaching potential of faculty in the humanities, and
- reinforce the notion that excellent scholarship and effective teaching are complementary goals.

I understand that the Endowment is in the process of contacting those institutions and individuals who requested copies of To Reclaim A Legacy to determine the impact of the report on curricula, graduation requirements, etc.

As I mentioned in the hearing, if confirmed, I plan to meet with representatives of the higher education community. Following these discussions and after I have had a chance to become more familiar with the Endowment's current activities, I am sure that I will identify other areas of concern and have additional recommendations and solutions.

Decline in Humanities Enrollments

Question 4: What in your view were the causes of the decline in enrollments in the humanities in the 1970's? What are the strengths and weaknesses of American higher education?

Answer: Once again, I would cite To Reclaim A Legacy. The report finds many reasons for the decline in humanities enrollments. These include: the surrender of introductory and lower division courses to graduate assistants on part-time faculty; the fragmentation and compartmentalization of the curriculum; the tendentiousness and ideological character of some teaching; the steady erosion of the place of the humanities in undergraduate education; and the relinquishing by faculty and administrators of the intellectual authority to say what an educated person should know.

The weaknesses of American education are all too apparent in William Bennett's report. Among higher education's strengths are resilience and resourcefulness. I am encouraged by the growing spirit of reform that is increasingly evident in colleges and universities throughout the country.

Senator Pell

Secular Humanism

Question 5: Please define "secular humanism".

Answer: "Secular humanism" sometimes refers to a contemporary philosophy which, while disregarding or rejecting religious belief, asserts the centrality of man and often emphasizes the power of reason and science.

"Secular humanism" is sometimes confused with "Renaissance humanism," which refers to the revival of classical letters and the flowering of nonecclesiastical (i.e., secular) learning, primarily in the 14th and 15th centuries.

Occasionally, "secular humanism" is confused with the humanities. In the act that established the National Endowment for the Humanities (NEH), the term humanities includes, but is not limited to, the study of the following disciplines: history; philosophy, languages; linguistics; literature; archaeology; jurisprudence; the history, theory, and criticism of the arts; ethics; comparative religion; and those aspects of the social sciences that employ historical or philosophical approaches.

Senator Pell

"Politicization"

Question 6: If you are confirmed, what steps will you take at NEH to assure that the process of awarding grants, administering programs and making "Chairman's Grants" are protected from politicization?

Answer: Grants are awarded at NEH through a universally praised peer review process. I fully endorse this system. As Chairman, I will be guided in funding decisions by the accumulated wisdom of panelists, specialist reviewers, and members of the National Council on the Humanities. These individuals have been known throughout the history of the Endowment for their dedication and professionalism. I will ensure that merit, and not political considerations, will continue to be the basis for all grants awarded by the Endowment. "Politicization" also will have no place in the administering of programs.

I understand that under Mr. Bennett the term "Chairman's Grants" was replaced by the term "Emergency Grants." The new title more accurately reflects the true nature of this special grant mechanism. As I said in the hearing on October 2, such grants have been made only in response to extraordinary and emergency needs that arise between meetings of the National Council on the Humanities. I will continue this practice and exercise my authority only in emergency situations.

Senator Pell

Limiting Indirect Costs

Question 7: The granting of indirect costs as part of a NEH grant award has to my mind often exceeded reasonable limits. What is your view to the recent Committee recommendation that the indirect cost rate be limited to 35% in the future?

Answer: I understand that NEH has discussed this complicated matter with your staff and is prepared to do a study on it. Without knowing much about this area, I would agree with you in principle that indirect costs charged by institutions to NEH grants should be reasonable. At this point, I do not think I have enough information to decide what a reasonable level might be. I would want to see the results of the NEH staff study on this issue before coming to a final decision on the question.

Abolishing NEH

Question 8: If the President asked you to advocate abolishment of NEH, what would be your response?

Answer: I have no reason to think that such an occasion would ever arise. As I noted in my testimony, in December of 1982, the President said, "I want to express my personal commitment to the humanities and to reaffirm the Administration's support of the National Endowment for the Humanities."

However, since you raise this hypothetical situation, I think I would respond as follows. I would seek to discuss this matter with the President and hope to persuade him and his advisors that NEH should be retained.

The CHAIRMAN: Mr. Curran, I have been impressed with your testimony. I think that you have answered some very difficult questions, wide-ranging questions from sincere Senators who really are concerned about the well being of the Endowment. I can understand why some Senators are concerned about what academic credentials and research credentials are requisite for the Endowment's Chairman and so forth. I do not see, however, how anybody listening to you today could say that you have been insincere in the slightest degree, or that you would not be a good advocate for NEH, or that you would not be a good administrator.

I believe it is quite apparent that you have had considerable experience which will help you do a very fine job. I hope that this committee will act favorably on your nomination. I believe that it will. But to say that is not to denigrate the concerns that other Senators have raised today. To the extent that you can answer their concerns in your written answers to their questions which have been submitted, I would appreciate it.

Let me add that I received a letter from one of our excellent Utah educators, a gentleman at Brigham Young University raising a lot of these issues but stating that he believed this committee had held fair hearings in the past and that it could do so in this case. I believe that it has. I also believe that you have answered satisfactorily his questions.

I should also like to point out to my colleagues an article by Mary Battiata in the Washington Post. One paragraph, I think, is very telling for some of the issues raised here this morning. She said, "Friends say, however, that raising a ruckus is not the traditional Curran style. At the National Cathedral School where he served as headmaster from 1968 to 1980, he is remembered as an able administrator who steered the school safely through the turbulence of the late 1960's and early 1970's, liberalizing the curriculum and abolishing the dress code." That is certainly a description of an able man, an able administrator with foresight, who lead this organization will in the most trying of circumstances as well as through the calmer, more ordinary times.

Again I repeat that I am impressed by Mr. Curran's wide experience. I believe that it may well be desirable to have a chairman who can bring to this organization such experience.

I say to my colleagues that. I too, am concerned about the National Endowment for Humanities. I want the Endowment to be forceful, to exemplify the best that humanities can be throughout our country. I believe the Endowment can do that with a Mr. Curran as its Chairman.

With that said, we thank you for your time and your testimony Mr. Curran.

Mr. CURRAN. Thank you, Senator.

The CHAIRMAN. I hope, sir, that we can bring this to a vote and resolve this matter in the near future.

Mr. CURRAN. Thank you, Mr. Chairman.

The CHAIRMAN. We have two final witnesses today they have been invited by Senator Pell. They are Mr. Theodore J. Ziolkowski, president of Modern Language Association, from Princeton, NJ, and Dr. William Schaeffer, the executive vice chancellor of UCLA, from Los Angeles, CA.

I would like to call both of them to the witness chair at this time. If you could summarize, we would appreciate it. We would like to leave time for questions, if there are any, following your testimony. Let us turn to you first, Mr. Ziolkowski.

**STATEMENT OF THEODORE J. ZIOLKOWSKI, PRESIDENT OF
MODERN LANGUAGE ASSOCIATION, PRINCETON, NJ**

Mr. ZIOLKOWSKI. Thank you very much. I am Theodore Ziolkowski. I am a professor of modern languages at Princeton University and I am dean of the graduate school there. Also 5 years ago, I served as a surrogate for the president of my university on the White House Task Force on the Arts and Humanities. However, today, I am here as president of the Modern Language Association, which is an organization over 100 years old with more than 26,000 members who teach English and the modern languages at colleges and universities around the country.

It has not only college and university professors, but also independent scholars, business people, elementary and secondary school teachers. So it is a very representative organization which publishes one of the more important journals of the field, bibliographical aids as well as about 20 books a year. So it is that organization that I am representing. And we, the organization, prepared written testimony that I would like simply to—

The CHAIRMAN. We will put your complete written testimony in the record.

Mr. ZIOLKOWSKI [continuing]. Include in the record. And then I will simply summarize, if I may, a few additional points that really occurred to me as I was listening to the testimony this morning.

The Modern Language Association is represented here and got interested very much in the whole appointment because it occurred to us when we heard the nomination originally that the appointment of Mr. Curran would represent really a major change in direction for the NEH. The previous directors there, Mr. Bennett, Mr. Duffey, Mr. Berman, and back, were people who were already known to the Modern Language Association, the academic community at the time of their nominations. They were people about whom we knew a great deal and, therefore, although there might have been disagreements of one sort or another, in any case they were known figures. In the case of Mr. Curran, that is not the case, and we were concerned, first of all, to know more about Mr. Curran, and, second, to know whether the appointment of someone like Mr. Curran would represent for the NEH any kind of major change of direction. Because the NEH is really the most important Federal agency as far as the Modern Language Association is concerned, we have testified this year several times for the reauthorization. It is very important to us, and I do not mean simply it is important because a lot of the members of the Modern Language Association get support for their research from the NEH. That is important, but even more important, I think, is the representative value that it stands for. It is a symbol of a Federal commitment to the humanities. There are very few of those symbols, and this is one of the important ones, the most important one, and for that reason, it is extremely important to us. We need to be reassured

that it is going to exist, that it is not going to be abolished, that it is not going to be changed—no, not changed, but reduced.

Now, the qualifications that have been discussed this morning are not quite the same qualifications I think that instantly spring to mind when some of us look at the NEH and think about the organization. The letter you read from Mr. Agresto listed qualifications that I would frankly regard as minimally bureaucratic, somebody who can keep the organization kicking over. But that would be minimal.

When we think of the organization, and maybe at this point I should say when I think of the NEH and its leadership, I really think of criteria of a different sort. And I would like simply to list those, if I might, briefly.

First of all, I think that the Director of the NEH ought to represent through his or her own work and achievement the humanities. This is not necessarily a matter of credentials and degree. Mr. E.B. White, who died this morning, one of the best writers we had, had no Ph.D. Kenneth Burke has no Ph.D. There are lots of distinguished humanists who have no Ph.D., but we do not worry about that because they are evident to us in their work. We can go to any library, we can look at the journals and the magazines, we know what they represent, we know their values from their work.

So ideally, and this has been largely true in the past, the Director ought to be evident through his or her work, if not credentials.

Second, the leader needs a sense of quality. Now, perhaps some people are born with this sense of quality, but more often the sense of quality is something that you acquire by your own experience. You do not have experience, and I think no one would expect any chairman of the NEH to have experience in all the areas covered by that wonderful term, "the humanities." But if you have that experience of quality in your own small bailiwick, you get a sense for it. It is a matter of taste and judgment. You get experience in your field, and then you can judge whether proper standards and criteria are being applied in other fields. And a lot of matters for such judgment do arise and are very important for the Director of the NEH. It should not be constantly a matter of delegation. There has got to be decisionmaking by people at the top who understand and who do not always depend only on the peer review.

However, and this is the third point, this is one, by the way, on which I was completely satisfied by the testimony today, the peer review is extremely important. It is a policy of principle and procedure that needs to be respected. It works extremely well. It is often misunderstood. As I discovered with the White House Task Force, there were people on there from the arts community who simply completely misunderstood the term "peer review" and did not understand the test of judgment by competent people in the field. That is the best way to get at decisions of values in our field as in the sciences, and it is important to have respect for that procedure.

It is also, however, extremely important to have the equanimity and the experience and the boldness to appreciate all types of projects, because, and this is something that has disturbed me at times in the testimony today, the humanities is not a stable unit of blocks. The humanities is or are that term which embraces a world that is constantly growing and changing. T.S. Eliot pointed out in a

wonderful essay that every new book or form that is written changes all the forms or books that had been previously written.

And similarly, the way those subjects are taught is constantly changing. A lot of mistakes get made; that is in the nature of the humanities and human endeavor altogether. But it is necessary to have patience with those mistakes, to have understanding, and to be bold enough to realize that you cannot simply further the humanities by insisting that every student read a certain group of books and that is going to do it; it is rather more important to understand that it represents an attitude of mind. And that is a sense necessary.

Two final qualities, then: The chairperson needs to be a spokesperson for the humanities, a powerful spokesman or spokeswoman for the whole range of enterprises known as the humanities, not simply an administrator. I would find it terribly depressing if I thought that the National Endowment for the Humanities, that great symbol of national faith in the humanities, were being merely administered. It could be administered, but it should not be. There should be someone, a leader at the head of that who represents through his or her work and being the humanities, the entire enterprise, a person with vision, not simply a view of the past, but also a vision of the future and realization of what the humanities can be, how they change.

And finally, the leader needs a strong commitment, belief in the Federal role of the humanities. Jefferson was quoted this morning. I will end with a quotation from Washington. When George Washington made his first address to Congress in the first annual address, he said that he urged Congress above all to support science and literature. And by literature he really meant what we mean by the humanities. I think it is extremely important still, today, perhaps even more important today, we have the NEH. We have had it for 20 years. It is a marvelous organization that has done a great deal not just in a real sense for the humanities, but also in a symbolic sense by being visible, by showing that we, as a nation, care about the humanities.

I think it is extremely important through the reauthorization of the agency altogether and through the appointment of the director of that endowment to make sure that we continue to show and demonstrate that, as a nation, we care about the humanities, not simply administratively but that we care, we believe that the humanities belong in the center of our culture and education.

Thank you.

[The prepared statement of Mr. Ziolkowski follows:]

2 October 1985

Testimony for the Senate Committee on Labor and Human Resources

by Theodore J. Ziolkowski, President, Modern Language Association of America

For over a century the Modern Language Association of America has worked to promote education, advanced study, and research in the modern languages and their literatures and to further the common interests of students and teachers of these subjects.

The MLA has 26,000 members. Most of them are college and university professors; some are independent scholars, businesspeople interested in language and literature; some are elementary and secondary school teachers.

Since 1884 the association has published PMLA, a journal that carries articles of interest to those who study and teach languages and literature. It is one of the leading journals of scholarship and criticism in this country.

Since 1922 we have published annually a comprehensive bibliography of scholarship on languages, literature, and folklore. Since 1956, this bibliography has been international in scope. Since 1976 it has been available online and is the largest humanities database in the world.

In addition, we publish approximately twenty books a year, a majority of which aim at improving college teaching. We are also known as the publisher of the MLA Handbook, which is used by college students throughout the country as a guide in the writing of research papers.

We work closely with organizations representing the teaching of languages and literature in the elementary and secondary schools. For example, in the 1950s, the MLA led the national effort to strengthen and improve the quality

of foreign language instruction at all levels. Similarly, in 1958 and 1961, we participated in two projects that shaped the teaching of English in this country at all levels during the post-Sputnik era: the Basic Issues Conference was funded by the Ford Foundation; Project English was supported by the United States Office of Education. Right now we are working with representatives of English associations on the design of a conference to be held in the summer of 1987. At this conference an equal number of representatives from the elementary, secondary, and college levels will consider the way English should be taught in light of the current needs of American students and in terms of current developments in humanities research.

These jointly organized conferences of teachers and scholars stand, we think, as models of the kind of bond that should exist between scholarship in the humanities and teaching at all levels. After a century of experience we know that without the solid foundation that careful scholarship provides, we build on sand. We were pleased to note that the members of this committee, in recommending reauthorization, applauded the NEH's "continuing support for the bedrock of advanced scholarly research in the humanities on which all other work in the humanities depends." We are convinced that weakening the bond between scholarship and education would drastically weaken the Endowment's effectiveness.

During the summer we testified with other members of the American Council of Learned Societies that the NEH "has been crucial to the excellence of American work on language and literature during the past twenty years" (210). And we were gratified to learn that members of this Committee also judged that the Endowments "are operating very much as the Congress had envisioned

when the authorizing legislation was first passed. In fact, the leveraging force of Endowment grants on the improvement of cultural life in America has far exceeded original expectations." (2)

We think that leadership has played a key role in the success of the National Endowment for the Humanities. From the start people with training and experience in the humanities have provided this leadership, just as people with training and experience in the sciences have led the National Science Foundation. We think that this tradition should be continued. When we talk about people with training and experience in the humanities, we do not mean that the person who chairs the NEH must have a PhD or indeed any other advanced academic degree, but we do have in mind people whose intellectual interests at some point in their careers drew them to scholarly speculation and the desire to share the results of that speculation with others, or people drawn to think and write about some of the issues that concern humanists, about the definitions and purposes of a humanities education, for example. We seek someone who has earned the respect of the humanities community and who can speak to the American people on behalf of the humanities. We seek someone who can provide the broadest kind of intellectual leadership.

The CHAIRMAN. Thank you, Mr. Ziolkowski.

**STATEMENT OF DR. WILLIAM SCHAEFFER, EXECUTIVE VICE
CHANCELLOR OF UCLA, LOS ANGELES, CA**

Dr. SCHAEFFER. Thank you, Senator Hatch, Senator Pell, for the opportunity to appear before you this morning. After Professor Ziolkowski's eloquent remarks, I fear that anything I might say would be gratuitous, but I would like to make a few remarks and underline one of the points that he has just made.

I would like to begin by saying that I am not terribly comfortable in this situation. I would greatly prefer to be here testifying on behalf of the President's nominee for this very important position.

Instead, I find myself somewhat like the wedding guest at the back of the room who feels compelled to speak up when the minister says, "Speak now or forever hold your peace," because I do believe this would be a very unfortunate marriage.

From 1962 to 1971 I have been a professor of English at UCLA and chair of what was then one of the largest English departments in the country. From 1971 to 1978 I served as executive director of the Modern Language Association, the association of which Professor Ziolkowski is now president. And for the past 7 years, I have been the executive vice chancellor at UCLA and, as such, the chief academic officer.

It was during the 1970's, however, during those formative years of the National Endowment, that I had an opportunity to work very, very closely with the staff of the Endowment and the directors. And, consequently, I feel a very personal involvement in this that goes beyond the views that I share with Professor Ziolkowski.

Indeed, it was shortly after Barnaby Keeney stepped down that I was first asked to serve as a consultant to the council on a question having to do with the importance of foreign languages. I have been a panelist; I have been a seeker after grants, some of which I received, some of which I did not. I had an opportunity to testify before the Charleton Heston-Hanna Gray Committee Presidential Commission on the future of the Endowment. And I worked with Wally Edgerton in that interim period, and I worked very closely with Ron Berman, and I worked with Bob Kingston in another interim period, and I also worked very closely with Joe Duffey.

I do not believe there are two men who could be much different than Ron Berman and Joe Duffey in terms of both their style, in terms of their political orientation and, indeed, I think in terms of their attitude toward the National Endowment and its programs.

I suffered with Ron Berman as we struggled with the Center for Edition of American Authors and what that might lead to, and I was very proud to be involved with Joe Duffey when the work of that center evolved into the Library of America, which with \$1.2 million funding from NEH has now been designated by Newsweek magazine as the most important publication event in the history of this country. It is an effort where the scholarship begins and ultimately reaches out to the millions of Americans who are now able to enjoy that American literary heritage because of a program that the endowment felt, and rightly so, was extremely important.

My point, however, is simply this: No matter how any one of my colleagues in the humanistic discipline might have felt about the political orientation of either Ron Berman or Joe Duffey, both of those men were respected because of the record they had achieved working within the combat zone of the scholarly community. They were outstanding teachers; they were outstanding scholars. They gained the respect of their colleagues, and because of that the National Endowment was accepted by the scholarly community and was nourished by that community to the very important status that it holds today.

I think the next 10 years are of critical importance to the future of humanistic scholarship and teaching in this country, and I think at no time are we in greater need of the strong, forceful leadership that Professor Ziolkowski has so ably describe just now.

I believe that the Presidential nomination is insensitive for all of the reasons that have been expressed this morning; I believe it is inappropriate. And it is my very sincere hope that this committee and the White House will seek further before selecting a new leader for this extraordinarily important program.

Thank you, sir.

The CHAIRMAN. Thank you.

Senator Pell, do you have any questions?

Senator PELL. Thank you, Mr. Chairman. And I would add, as I am sure you would, that is no reflection on Mr. Curran. It is a reflection on the White House and the person they tapped for this particular job.

In that regard, I was struck with Professor Ziolkowski's analysis of who should be the chairman. Could you even more refine your definition of the qualities that a chairman of the National Endowment for the Humanities should have?

Mr. ZIOLKOWSKI. Well, I have thought about this very carefully and mentioned five characteristics, and I am sure that I could probably on reflection think of others. But really the ones that I mentioned, representation through one's own work, sense of quality gained through experience in the field, a belief in the procedures—that is, in the peer review process as well as absolute equanimity and fairmindedness vis-a-vis developments, because the humanities are fascinating.

Let me pause at this point for one remark. The question has come up several times today, are the humanities in the state of crisis? On the one hand, yes; they are; on the other hand, they have been in the state of crisis at least since Socrates complained about the production of books and how it was going to destroy memory. There is always a crisis in the humanities, and for that reason the humanities represent the fascinating subject that they represent. If there were not a crisis, many of us, I think my more interesting colleagues would not be there. It is a constant crisis, and the problem is not to satisfy a tidy section of western literature or western culture and say this is what we are going to nurture and care for, but rather to be able constantly to adjust to the continuing crisis that represents the humanities. So that is an expansion of that point.

Then the other two points that I mentioned simply were the necessity to have a spokesperson with vision. And, finally, the com-

mitment—and I believe in this because this is why we have the NEH—the commitment to the Federal role in the support of the humanities, not so much simply because the NEH is a channel to get needed funds to scholars. That is very, very important. But even more important, the fact that the NEH represents the visible symbol of this Nation's commitment to the values represented by the humanities. We have symbols like NSF, and NIH, and NASA, and others that represent our commitment to the sciences, and engineering, and technology. We need a powerful shining symbol of our commitment to the humanities.

Senator PELL. That was four points. You said there were five.

Mr. ZIOLKOWSKI. Well, five, the fifth was this commitment to the Federal role represented by the NEH.

Senator PELL. Forgive me. You had the past work, peer review—

Mr. ZIOLKOWSKI. Well, past work, but also a sense—that is, one's own past work, but also a sense of quality that you get through the work. In other words, it is important for the director not always to have to rely on the peer review panels themselves, but on the basis of his or her own sense of quality.

Senator PELL. All I am driving at is what are the five points, briefly? One is past work; two, belief in peer review; three is to have a spokesperson with vision; four is to have a commitment to the Federal role. What was the fifth?

Mr. ZIOLKOWSKI. The fifth was actually in your list after the first one; that is, I make a distinction between past work, which is a demonstration of one's achievements, but then, second, a sense of quality that you achieve through the past work. So I make those as separate points.

Senator PELL. OK. And I guess that means that essentially being well known. In this regard, Mr. Chairman, I would like to ask unanimous consent to insert in the record the Who's Who Biographies of the four previous chairmen of the Endowment for the Humanities. I would like to be able to submit Mr. Curran's, but he's not, of course, in Who's Who, which is one of the points we are discussing.

The CHAIRMAN. Without objection, so ordered.

Senator PELL. I would also like to have accepted two articles, one by Prof. Walter Capps on "Why Humanities Community Is Uneasy Over Proposed Chairman," which appeared in the Los Angeles Times; and the other, an article in the Chronicle of Higher Education, concerning the departure of Mr. Curran from NIE.

The CHAIRMAN. Without objection.

Senator PELL. Thank you very much.

[The documents referred to follow:]

DUFFY, JOSEPH DANIEL, govt. ofcl.; b. Huntington, W.Va., July 1, 1932; s. Joseph I. and Ruth (Wilson) D.; A.B., Marshall U., Huntington, 1954; S.T.M., Yale U., 1964; B.D., Andover Newton Theol. Sch., 1957; Ph.D., Hartford Sem. Found., 1969; L.H.D., City U. N.Y., 1978, U. Cin., 1978; Litt.D., Dickinson Coll., Pa., 1978, Centre Coll., Ky., 1977; hon. degrees: City Coll. N.Y., Bethany Coll., Alderson-Broodius Coll.; m. Patricia Fortney, Aug. 24, 1952 (div.); children—Michael Robert, David King; m. 2d, Anne Westler, 1974. Asst. prof. Hartford (Conn.) Sem., 1960-63, asso. prof. and dir. Center for Urban Studies, 1965-70; fellow Harvard U. Kennedy Sch. Govt., 1971; adj. prof. and fellow Calhoun Coll., Yale U., 1971-73; exec. officer AAUP, 1974-76; asst. sec. for edn. and cultural affairs Dept. State, 1977; *chmn. Nat. Endowment for Humanities*, 1977—; mem. U.S. del. 20th Gen. Conf., UNESCO, 1978. Bd. dirs. Woodrow Wilson Internat. Center for Scholars, East-West Center; del. Democratic Nat. Conv., 1968, 72; Dem. candidate for U.S. Senate from Conn., 1970. Rockefeller fellow, 1966-68. Address: Nat. Endowment Humanities 806 15th St NW Washington DC 20506

BERMAN, RONALD STANLEY, author; b. N.Y.C., Dec. 15, 1930; s. Herman and Jean (Wolfson) B.; B.A., Harvard U., 1952; Ph.D., Yale U., 1959; H.H.D., George Washington U., 1974, Colo. Coll., 1975; LL.D., St. Anselm's Coll., 1974; L.H.D., Hebrew Union Coll., 1974, U. Md., 1975; Litt.D., Coll. St. Rose, 1975; m. Barbara Barr, Aug. 27, 1953; children—Andrew, Julia, Katherine. Instr., Columbia U., N.Y.C., 1959-61, asst. prof., 1961-62; asso. prof. Kenyon Coll., Gambier, Ohio, 1962-65; asso. prof. U. Calif. at San Diego, 1965-68, prof. renaissance lit., 1968-71, 77—; *chmn. Nat. Endowment for Humanities*, Washington, 1971-77; *chmn. Fedn. Council on Arts and Humanities*, 1975-77; ed. scholar Am. Enterprise Inst. for Pub. Policy Research, Washington, 1977; editorial asso. Kenyon Rev., 1963-70, Henry King and the 17th Century, 1964, A Reader's Guide to Shakespeare's Plays, 1965, Henry V: A Collection of Critical Essays, 1968, America in the Sixties: An Intellectual History, 1970. Trustee Woodrow Wilson Internat. Center for Scholars. Served to U. USNR, 1952-56. Recipient Gold medal for distinguished service Phi Beta Kappa, Chgo., 1974, medal City of N.Y., 1975. Home: 2945 Ariane Dr. San Diego CA 92117 Office: U. Calif. San Diego CA

BENNETT, WILLIAM JOHN, government humanities foundation administrator; b. Bklyn., July 31, 1943; m. Mary Elaine Glover, May 29, 1962. B.A., Williams Coll., 1965; LL.D., 1983; Ph.D., U. Tex., 1970; J.D., Harvard U., 1971; Litt. D., Gonzaga U., 1982; H.H.D., Franklin Coll., Ind., 1982; L.H.D., U. N.H., 1982. Asst. to pres. Boston U., 1972-76; exec. dir. Nat. Humanities Ctr., Research Triangle Park, N.C., 1976-79, pres. dir., 1979-81; assoc. prof. N.C. State U., Raleigh, 1979-81, U. N.C., 1979-81; *chmn. NEH*, Washington, 1981—; Office: Nat. Endowment Humanities Old Post Office 1100 Pennsylvania Ave NW Washington DC 20506

KEENEY, BARNABY CONRAD, ret. ednl. adminstr.; b. Half-way, Oreg., Oct. 17, 1914; s. Robert Mayro and Maud Barnaby (Conrad) K.; A.B., U. N.C., 1936; A.M., Harvard, 1937; Ph.D., 1939; Guggenheim Post Service fellow, 1945-46; LL.D., Tufts Coll., 1955, U. N.C., 1956, Princeton, 1956, Franklin and Marshall Coll., 1957, U. R.I., 1958, Boston Coll., 1958, Northwestern U., 1958, Columbia, 1959, Lafayette Coll., 1959, Brown U., 1967, Providence Coll., 1959, Yeshiva U., 1961; Ed.D., R.I. Coll. Edn., 1959; J.D., Fortis Law Sch., 1959; L.H.D., Ohio U., 1962, L.H.D., Brandeis U., 1964; D.Sc., Bryant Coll., 1962; Litt.D., Clark U., 1964; m. Mary E. Crichtfield, June 27, 1941; children—Barbara Alice (Mrs. Michael Clark), Thomas, Elizabeth. Tutor, instr. history Harvard, 1939-42; asst. prof. history Brown U., 1946-49, asso. prof., 1949-51, prof., 1951, asso. dean Grad. Sch., 1948, dean, 1949-53, dean c. coll., 1953-55, pres. univ., 1955-66; *chmn. Nat. Endowment for Humanities*, Washington, 1966-70; chief exec. officer Consortium of Unives., Washington, 1970-71; pres. Claremont Grad. Sch., 1971-76. Served to capt. AUS, 1942-45; hdqrs. 35th Inf. Div. Decorated Purple Heart, Bronze Star, Silver Star; recipient Jaffe medal for service to humanities, 1970. Fellow Am. Acad. Arts and Scis.; mem. R.I., Mass. hist. socs., Medieval Acad. Am., Am. Philos. Soc., Phi Beta Kappa. Club: Hope (Providence). Author: Judgment by Peers, 1949; also articles and revs. prof. jouns. Asst. editor Speculum, 1947-50, adv. bd., 1950-61. Home: Grange Ave Little Compton RI 02837

[From the Los Angeles Times, Sept. 30, 1985]

WHY HUMANITIES COMMUNITY IS UNEASY OVER PROPOSED CHAIRMAN

(By Walter H. Capps)

Perhaps it was to be anticipated that Senate confirmation hearings on a new chairman for the National Endowment for the Humanities this week would coincide with the 20th anniversary of the agency. Through the years, politics has often overshadowed recognition of the endowment's impressive educational accomplishments.

The Reagan Administration's nominee is Edward A. Curran, 51, deputy director of the Peace Corps. He served briefly as director of the National Institute of Education three years ago, and was forced to resign when he recommended abolishing that agency.

Curran's nomination has been opposed by humanities scholars and professional organizations on two major counts: First, he holds no doctoral degree in any of the humanities disciplines, and has had no direct experience in American higher education. His highest degree is a master's degree in teaching, and his hands-on institutional experience has been in private secondary schools. And his brief experience at the National Institute of Education raises serious questions about his administrative abilities.

These are the stated objections. The deeper worry is that Curran's professional qualifications for the job are only incidental to the need of the Reagan-Bush committee to find an appropriate place for a proven friend, strong ally and dependable supporter.

Through the years the humanities endowment has tended to make news when a program that it has funded touches a raw political nerve. A PBS television documentary on U.S. involvement in Vietnam was criticized, for example, because it appeared scornful of American military performance. Questions were raised about a public forum on contemporary Russian culture because the meeting seemed to give the Marxist-Leninist philosophy an unfair advantage—and at American taxpayers' expense. A film on the effect of 20th-Century technology on the traditional ways of life among Southwestern native American peoples was accused of being motivated to attack the mining industry. Such stories make headlines. They arouse suspicion. They create talk. But they are hardly representative of what NEH stands for, or of the areas in which its greater and more characteristic effect is being felt.

Colleges and universities throughout the country are experiencing fresh institutional life today because the endowment has assisted them in coming to terms with crucial contemporary educational needs. Hundreds of high-school teachers across the land are facing their classes with renewed enthusiasm today because an NEH summer seminar helped restore their intellectual energies and their professional commitments. Thousands of professors and researchers have embarked on individual and collaborative projects that keep their fields and disciplines alive, through NEH support. And, perhaps most impressive of all, millions of Americans participate every year in programs in their communities—in libraries, parks, union halls, museums, schools—sponsored by the 53 state humanities councils.

NEH does all this with an annual budget of less than \$140 million—roughly half the cost of a single B-1 bomber. Pound for pound and dollar for dollar, it is perhaps the most efficient and effective agency in federal government.

In its 20-year history the endowment has proved to work best when its bipartisan congressional mandate is neither assisted nor impeded by partisan political pursuits. Its most effective chairmen have been those who, though attentive to whatever administration is in charge, have demonstrated a fundamental and inviolable commitment toward preserving, enriching and extending the essential sources of human knowledge and wisdom. On these the enduring intellectual vitality of democracy depends. If Edward Curran is such a person, and is confirmed as such by Congress, he will be welcomed even by the majority of those within the humanities community who today are uneasy about his appointment.

Walter H. Capps, professor of religious studies at UC Santa Barbara, is chairman of the California Council for the Humanities and president of the National Federation of State Humanities Councils.

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(From the Chronicle of Higher Education)

BELL FIRES CONTROVERSIAL NIE CHIEF FOR URGING AGENCY'S ABOLITION

WASHINGTON.—Edward A. Curran, the controversial director of the National Institute of Education, has been forced to resign after holding the office for less than nine months.

Administration sources said his resignation had been requested by Education Secretary Terrel H. Bell because Mr. Curran had written to the White House recommending the abolition of his agency, the education-research arm of the Department of Education.

Mr. Curran could not be reached for comment, but other Administration sources, who asked not to be named, said Secretary Bell had fought to preserve the research agency and considered Mr. Curran's action "insubordination."

Before the release of the President's fiscal 1983 budget request in February, the sources said, Secretary Bell fended off proposals by other Administration officials to eliminate the N.I.E.

And in defending the Administration's proposal to dismantle the Department of Education and replace it with a smaller education foundation, Secretary Bell has argued that supporting research should be a key function of the new agency.

Before being sworn in as director of the education institute, Mr. Curran was associate director of the White House personnel office. He also worked on Ronald Reagan's Presidential campaign staff, and earlier was headmaster of the National Cathedral School, a private school here.

Since taking on the job as director of the N.I.E. last October, Mr. Curran has been surrounded by controversy. His efforts to add new people to the panels that review N.I.E. grant applications were regarded by some educators and staff members of the agency as an attempt to politicize the peer-review process. Mr. Curran's aides have denied charges that new reviewers were chosen on the basis of their conservative political credentials.

He also drew fire with plans to revise the agency's research agenda to emphasize excellence in education and what he called "freedom issues," such as tuition tax credits and education vouchers. Some educators charged that the new priorities reflected a conservative political agenda rather than the concerns of educators in the field.

"The agenda he outlined suggested a set of biases that were very far over on the right," said William G. Monahan, dean of the college of human resources and education at West Virginia University. Mr. Monahan noted, for example, that an early draft of an N.I.E. research plan had suggested studies of the effects on children's learning when their mothers hold full-time jobs.

Mr. Curran also was criticized for pushing a plan to terminate, one year early, the institute's five-year contracts with 17 education-research laboratories and centers that depend heavily on the agency for support. Representatives of those research centers questioned the legality of the early cutoff of funds, which Mr. Curran said was part of a move to end an N.I.E. policy of supporting research institutions without requiring to compete for federal funds.

A bill approved by a House-Senate conference committee this month would bar the institute from ending support for the research centers before the five-year agreements expire.

Onalee McGraw, an education consultant at the Heritage Foundation, a conservative research organization here, praised Mr. Curran's efforts to shift the N.I.E.'s direction and expressed shock at his dismissal.

"Ed Curran is man of integrity and intelligence," said Ms. McGraw, who has been nominated to be a member of the National Council on Educational Research, the policy-making advisory council of the N.I.E. "I'm just shocked that this occurred."

"He was called a person with a right-wing agenda," she said, "but I don't know what's right wing about being concerned about literacy."

On the day of Mr. Curran's departure, his special assistant at the N.I.E., Lawrence A. Uzzell, submitted his resignation in protest.

Robert W. Sweet, Jr., former deputy director of the institute, has been named acting director.

Mr. Curran is the second top official in the Department of Education to be asked to resign in the last three months. In April, William C. Clohan, Jr., was forced from his post as Under Secretary of Education, reportedly because of pressure from conservatives who regarded him as too liberal.

Earlier two other top officials—the former Deputy Under Secretary for management and the Assistant Secretary for elementary and secondary education—left the department for other jobs.

Senator PELL. Dr Schaeffer, what would be your thoughts with regard to the qualities that a chairman should have; would they be the same, or are there any variations?

Dr. SCHAEFFER. I think that Ted's list is a very, very good one. I think that perhaps I would like to add to it an ability to be able to work effectively with what is now a fairly large staff, as well as a council.

It is an administrative position, in addition to the leadership that Professor Ziolkowski has described, and I think one of the things that both Ron and Joe did—I did not have an opportunity to work with Bill Bennett—was to bring together not only a staff, but a sense of coherence to the councils, as they would come together, and there was a confidence that evolved there.

I am not saying that the nominees under consideration lack those abilities, but I think I would add those as being extremely important, because if you have internal conflicts in the Foundation, they come out visibly, and they can be indeed counterproductive very rapidly. The profession is a small one in that regard.

Senator PELL. Thank you.

What, Dr. Schaeffer, do you think would be the main priorities of NEH over the next 4-year cycle?

Dr. SCHAEFFER. I think we have all read Bill Bennett's report with interest. It is really not so much a report as paper of all of the many documents that we have been reading lately about the problems in undergraduate education. I think this is one of the few to whom clear authorship has been ascribed.

It is my feeling, however, that this report, as well as all of the others that we have been looking at, are far more in the way of mirrors than lamps; they are reflective of a situation that the various institutions in this country have been aware of for at least the last 5 if not the last 10 years. They are reflecting changes that are already occurring, even as the reports come out to call for change.

I believe that we are at a point in American higher education where we are entering a major revitalization of the quality of undergraduate education and the role of the humanities within the general education of such students, and I am confident that somewhere in the early to midyears of the next decade, 1992 to 1995, there is going to be an immense need for highly trained and highly skilled humanists to take over teaching roles that will be filled by the mass hirings that went on in the 1960's. I think it is extremely important for the National Endowment and the Chairman of the National Endowment to be sensitive to these changes that are going on in the last years of the current decade in preparation for the 1990's. There are juniors and seniors in college today who are going to be the professors of the humanities disciplines by the end of the nineties, and we have got to be extremely careful that we are identifying, and nurturing, and furthering, the interests of those students. I give it a very, very high priority from an educational perspective.

Senator PELL. And Mr. Ziolkowski, what would be your thoughts as to the priorities of the next 4 years?

Mr. ZIOLKOWSKI. I would like to refine just a little bit further one of the points that Professor Schaeffer mentioned. There has been an outpouring recently of documents about the humanities, about

the decline in the humanities, the needs of humanities, this and this, by Ernie Boyer, by Mr. Bennett, and by a number of others.

I think it is extremely necessary to have an agency that can assess those, because a lot of the information—some of the facts, for instance, that Senator Hatch mentioned earlier this morning—really need to be put in context. The fact that one loses majors in a given subject, for instance, is not the only fact. The fact that enrollments are growing in some of those same subjects that are losing majors is, from the teachers' point of view, equally important, because there are a lot of courses to be filled.

There needs to be an assessment of this information, an objective assessment, that can take the reports that have come out, put them into a useful context, and develop some sort of a national policy, because it is a great national policy that transcends anything any individual university can do to predict what is going to be the needs in the coming decades.

There are going to be needs, we know, from retirement facts, that a number of teachers will be retiring in the nineties, and we are going to need people in those jobs. The NEH could do a research role and fulfill a research commitment there.

However, I think above all, to turn away from the practical needs, the most important job that the NEH itself can do is to represent the central, continuing importance of the humanities steadily, as for instance, the interest in technology, computer science, and molecular biology fields—subjects with a great deal of appeal—come and distract students and the public attention from year to year or from decade to decade, even. The humanities need to be constantly supported, morally supported, intellectually and ideologically supported, and it is that kind of support, that continuing support, that is much more important, I think, than new directions or the practical goals. The NEH is the agency, and the Director of the NEH is the person who really ought to represent that continued, steady belief in the humanities, the old as well as the developing humanities.

Senator PELL. I appreciate what you say very much indeed, and I appreciate also the tenderness of your position, and the fact that it would be much more agreeable to be testifying for the confirmation of somebody to a job, rather than opposing it.

I appreciate very much the stature of your positions and your role in the academic community, and I appreciate the tremendous time change and personal inconvenience that Professor Schaeffer went through to get here from California. I really commend you both on your testimony which is, I think, of the highest order and of the kind that should be part of the Endowment for the Humanities.

I would also commend you both on your gumption and guts, your courage, in taking a position, because as I said a little bit earlier, my own experience has been that institutions of higher learning do not have much courage when it comes to taking a position that opposes their source of funds—somewhat like the clergymen at the time of the Vietnam war, who were very hesitant about telling their congregation their personal views. And I commend and congratulate both of you on your courage in coming, and I assure you I will do my best to see that there is no retribution, and we trust in

the fairness of Mr. Curran, if he is confirmed—I think he is basically, personally, a fair man—that there will be no retribution.

I appreciate very much your coming, and the quality of your testimony, and the quality of your personal being.

Thank you, Mr. Chairman.

The CHAIRMAN. Thank you, Senator Pell.

Gentlemen, I also appreciate you coming to give the committee the benefit of your thinking on the necessary qualifications for the Chairman of the National Endowment for the Humanities.

You are expressing your deeply held concerns about the qualifications of this nominee. However, I do not think either of you has said or will say that you absolutely know that this nominee cannot do a good job at NEH. Is that correct? You are not saying that you are certain, that his résumé proves, that he absolutely cannot do a good job at the NEH. You are just expressing your concerns about what the qualifications for NEH's Chairman are, are you not?

Mr. ZIOLKOWSKI. I think mine goes a bit further than concern, and I think I heard more than concern from my colleague, Bill Schaeffer.

I can give you an unequivocal answer. I met Mr. Curran this morning for the first time personally. We chatted outside and discovered that we have a great deal in common in our backgrounds. He went to Yale and then went to graduate school at Duke. I went to Duke and went to graduate school at Yale. So, we have a lot in common.

I listened to his testimony and came to appreciate why he may be here today, because I think that he must be a marvelous headmaster, and I think I would not have hesitated—and it would have been a privilege—to send one of my three children—all three of whom, by the way, have their Ph.D.'s—to his school.

However, if you are asking me about this man and this job, I have listened to him very carefully this morning. The MLA in the letter that it sent out did not take a position; we simply said: "These are the qualifications, and we need to know more about Mr. Curran."

Well, I know a little bit more. I am a scholar. I am very hesitant. I would prefer to read books and articles by him before I make up my mind. The position that I have is based on 4 hours of listening this morning.

However, I must say, on the basis of what I have heard, to give you an unequivocal answer, no, I do not think that this is the right man for the job.

The CHAIRMAN. We shall accept that as your opinion on that issue. But let me put my disagreement on that view the way: I am not convinced that you have to be in "Who's Who in America" to serve as Chairman of NEH. I am absolutely positive you do not have to be a Ph.D. I have met more knucklehead Ph.D.'s in my day than many people; and perhaps, and you, too, have met some who do not deserve that title—

Mr. ZIOLKOWSKI. Absolutely.

The CHAIRMAN. You and I both know that it is a degree much more commonly awarded today than when you and I went to school. Then it was a very difficult degree to earn. So I admire each of you having one.

But let me just say something else to you as well. There are a number of people who hold Ph.D.'s that I am sure neither you nor I would like to see as Chairman of NEH. So I do not think that is the determining criterion. Having a Ph.D. could be important, but I do not believe automatically determines a person's fitness or unfitness to serve as Chairman of NEH.

I also believe that you have outlined some other fairly reasonable qualifications and commend you for that statement. Both of you have come here sincerely, with vast experience, and with a great deal of personal commitment to the field and humanities.

Dr. SCHAEFFER. May I, Senator Hatch, just simply comment on the question you asked, too, because if you had asked me that question at 9:30, my answer would have been "Yes." At 12:30, I am afraid my answer is that my concerns about Mr. Curran for holding this job are far more severe.

There is a scholarly instinct that would lead the appropriate leader for this position to have read and studied the Reauthorization Act before sitting down here for a confirmation hearing. I cannot understand the lack of that kind of commitment and scholarly instinct.

And, second, sir, in terms of knowledge—

The CHAIRMAN. Dr. Schaeffer, I might point out that I would bet there is not more than a handful of Senators who have read that act. I find it most difficult to believe that not having read that legislation reflects a lack of scholarly temperament or disposition.

Dr. SCHAEFFER. Presumably, they are not up for confirmation, however, as Chairman of the Endowment.

Senator PELL. But we voted on it.

The CHAIRMAN. That is correct. We are the ones who vote on it, we are the ones who write it, and we are the ones who pass it, and make it the law of the land. With those responsibilities not having read the legislation reflects far, far more badly on us than it does on Mr. Curran, I assure you. So I am not sure at all that is a very valid criticism in determining this man's scholarly disposition on his qualifications to head NEH.

Dr. SCHAEFFER. "All my Senators are good Senators," as my mother used to say.

The CHAIRMAN. Yes, well, we have found that to be true in every case, I am sure.

Dr. SCHAEFFER. But I would also just add that although it is not necessary to be a themeatician, or a structuralist, or a post-structuralist, or a deconstructionist, it is useful, I think, for anyone who is going to head an endowment that gives grants and research grants to scholars to be aware of what is going on at the forefront of critical theory and critical practice in the humanistic disciplines. And to not even recognize the word "semiotics," in terms of background, makes me very suspicious of an individual who would pretend to play that role for the entire Nation.

That is why I come down with "No," sir.

The CHAIRMAN. I'm not sure that familiarity with the definition of semiotics is at all crucial either.

Nevertheless, please allow me train of thought. I believe that Mr. Curran's testimony has shown a commitment to the humanities, and I think, vision. He has, for over 25 years, spent his life kin-

dling a love for the humanities in young people enrolled in secondary schools. Certainly, that in itself indicates commitment to the humanities. And I think he has shown vision as well. For instance, Mr. Curran instituted a set of women's studies and programs. At the National Cathedral School. And he did so long before many people became as concerned about women's issues as they are today. That indicates vision to me.

So, my point is this: I suspect that, in a certain sensed, we all would like an Einstein to head the science faculty at all our institutions of higher learning. It would be wonderful if we could all have an E.B. White teach English and elements of style to us. It may be wonderful to take English from you, Dr. Schaeffer—I presume that it is—and I am sorry that in my education I missed that opportunity. But there are other stimulating scientists and professors of English whose names are not so widely recognized. Thank heavens for them and for the fine work they do in so many of our educational institutions.

My point is that we do not know for certain how this nominee would do at NEH. I believe, having looked at Mr. Curran's résumé and listened to his testimony, that he has many, many good qualities that may enable him to do the best job anybody has ever done at the NEH, maybe you are right.

Then, again. I think it takes more than just inner feelings, or labels, or titles, or well-known reputations or even a Ph.D., to make these determinations. That is one major reason why we have popular government, why we elect the President of the United States. There may be something that President Reagan sees because he has been elected to this office that you and I do not see. He may be wrong. You may be right. But, do you know, I do not think anybody can answer positively that question.

My approach to these questions—and, of course, I feel more deeply toward Mr. Curran than either of you two, I think, because I've known him a little longer—is that unless we absolutely know that a nominee cannot and will not perform well, we ought to give nominees of a President, who was duly elected by the people of this country, the benefit of the doubt.

Also, the fact that anybody appears before a Senate committee and faces difficult questions, and may not answer every one exactly the way you would like him to or the way I would like him to should not, I believe, disqualify him. Perhaps this is an experience that you and I should have to go through ourselves. Having sat through some of these committee sessions, I have become convinced that I should not be too awfully judgmental on the performance of those who are subjected to them.

I reiterate, I am confident that Mr. Curran can do a tremendous job in this position. I think that this hearing will have helped him to do so.

So, in addition to my other accolades to both of you, I commend you for being here. I think you have helped all of us to understand a little bit more about what you think is important in the humanities. You are both articulate spokesmen for the humanities, and that means a great deal to me as chairman of this committee which has the authorizing responsibility for the Endowment. And I

am grateful to you, Senator Pell, for having invited both of these gentlemen here.

I would also just suggest to those who are observing these proceedings, let us all understand that each of us may be wrong. One of the great things about study in the humanities discipline is that it teaches us that truth may not always be absolute. On the other hand, maybe it is. I said that deliberately. It makes a very important point. We may not always be in the position to determine what is absolute.

I have learned one important thing by being a Member of Congress. I am a lot less judgmental than I was when I came here. I have learned that things are a lot less black and white than I thought they were when I first came here. I have changed a lot of my viewpoints, and I suspect that it is a good sign that Mr. Curran has changed one or two of his and has admitted it here today. He even called one of his viewpoints stupid and a terrible mistake. I think that shows a good human being who is open to criticism, change, and learning.

So, in summary, all I ask of the people who are considering the merits of this nomination is to give the President the benefit of the doubt and Mr. Curran the benefit of the doubt. The National Endowment for the Humanities is going to survive whether Mr. Curran is Chairman or whether he is not. And NEH will flourish whether he is Chairman or not. I suspect it will grow very much because of his chairmanship—even if he fails in certain elements that you would like to see enhanced. He may be able to use the same vision that caused him to be out front on instituting women's programs in secondary school curricula before many of our great humanists in this country even thought about that issue.

I state this although I want you to know that I admire both of you, having listened to you this morning. I think your testimony has been excellent. But, I still do not believe the issues of this nominee's qualifications are as black and white as you have expressed them here today. I would like you to ponder that a little bit more. But we do accept your testimony. We think you are both fine gentlemen and, certainly, good scholars, and we appreciate the time that you have spent to come here.

I agree with Senator Pell, knowing Mr. Curran, there would be no retribution when he becomes Chairman. Nevertheless, we still admire your courage in coming to testify.

I also wish to commend Senator Pell. I disagree with him on this nomination. But I know he is a very sincere and dedicated man. He has spent a lifetime working on education issues and, therefore, he certainly has a basis for and a right to his opinion. I respect him for his views and his tenacity. I have respected him through the years. I have learned to respect him even more as I have served as chairman of this committee.

I have gained a lot more respect for Mr. Curran, too. It is not easy to go through these nomination processes. He has acquitted himself well.

[Additional material supplied for the record follows:]

AMERICAN COUNCIL ON EDUCATION

Office of the President

July 11, 1985

The Honorable Orrin G. Hatch
Chairman
Committee on Labor & Human Resources
United States Senate
Washington, DC 20510

Dear Mr. Chairman:

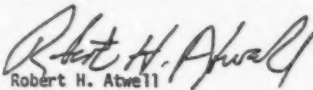
This is to report to you that there is rising concern in the academic community over the nomination of Edward Curran to be Chairman of the National Endowment for the Humanities.

Under previous chairmen, this position has become very instrumental in strengthening the humanities and contributing to their broader support and understanding.

The concerns over this nomination center in the fact that it is not apparent from his background that he has been involved in teaching, scholarship, or administration in those disciplines broadly defined as the humanities, nor has he had any prior association with the National Endowment for the Humanities. We are also concerned that his tenure as Director of the National Institute of Education was abbreviated by his expressed hostility to the federal role in education research.

The confirmation hearings will provide an opportunity to lay these concerns to rest through the presentation of information about his background which is not apparent from our knowledge of his past experience. The hearings will also, of course, permit Mr. Curran to discuss his knowledge of and commitment to the work of the National Endowment for the Humanities.

Sincerely,



Robert H. Atwell
President

cc: Members of the Committee

One Dupont Circle, Washington, D.C. 20036-1193
President (202) 633-4710 Vice President (202) 633-4712

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The CHAIRMAN. With all that said, I do not have anything further to add. We will recess this committee until further notice.
[Whereupon, at 1:10 p.m., the committee was adjourned.]

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